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ABSTRACT

In 1988, a survey was conducted of member institutions of the American Association of Community and Junior Colleges (AACJC). The survey was designed to study and advance the use of student outcomes measures for assessing institutional ffectiveness in two-year institutions. Three sets of student outcomes were identified for in-depth study: academic progress and employment outcomes, student learning outcomes, and student satisfaction outcomes. Responses were received from 675 institutions, representing approximately 54% of the total AACJC membership. Major findings of the survey were as follows: (1) 61% of the colleges used academic progress and employment outcomes measures to assess institutional effectiveness, and 66% of the colleges gave higher or far higher priority to these outcomes than to other types of student outcomes; (2) only 35% of the colleges measured student learning skills outcomes and used them for assessing institutional effectiveness; (3) skills assessment at entry was more common than exit-only assessment or entry-exit comparisons; (4) 55% of the institutions used student satisfaction to assess institutional effectiveness; (5) about 75% used measures of academic progress and employment outcomes in the accreditation process; (6) curriculum development was most often cited as the activity most affected by the use of outcomes measures; (7) respondents expected the priority associated with the use of student outcomes to increase within the next 3 to 5 years; and (8) enrollment size, accreditation affiliation, and geographical setting were not significantly related to the use of outcomes measures. The survey instrument with percentage responses is included. (JMC)

PROJECT COOPERATION

ED317238

A Survey on Using Student Outcomes Measures to Assess Institutional Effectiveness

Final Report: 1988 Survey of AACJC Institutions

by

Susan Cooper Cowart

JC900188

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BACKGROUND

> "The Governor is certainly pushing assessment and student outcomes in community colleges as part of his accountability move in higher education."
>
> "Yeah, I bet he will soon tie some of our funding to the results."
>
> "Well, if he does the community colleges are certainly in better shape than the four-year colleges because we have been doing assessment for years!"

Have you been involved in or overheard conversations like this? Many of us involved in the two-year college business have experienced such encounters. But, how much assessment have we done? What are the results? Are we in "better shape" than our four-year colleagues? What would happen if part of our funding was dependent upon the results of our assessment program?

Questions such as these prompted AACJC officials to request of its affiliate, the National Council of Instructional Administrators (NCIA), to consider and study the issue of assessment in the community college, and to develop an NCIA position statement on "value-added" instruction. Under then president Carol Viola, a task force was formed and I was asked to chair the group.

After one informal meeting of some of the group attending the 1987 AACJC conference, I contacted the American College Testing Program (ACT) to determine their interest in participating in and supporting the project. This initial contact resulted in a series of telephone calls, letters and meetings which, by December 1987, culminated in PROJECT COOPERATION.

PROJECT COOPERATION is an effort of NCIA, NCSD (National Council of Student Development), and ACT to engage cooperatively in a study of issues associated with institutional effectiveness through outcomes assessment. The central thrust of the project is:

- To acquire, organize and disseminate information pertinent to current practices by community colleges related to the assessment of institutional effectiveness.

- To develop among AACJC member institutions awareness and understanding of the issues and challenges associated with assessing and improving institutional effectiveness.

- To develop a statement that identifies and promotes implementation and evaluation of "high potential" models for determining institutional effectiveness, with emphasis on instruction and assessment aimed at developing students' general education skills, in particular, and student support services, in general.

- To design and carry out studies for implementing and evaluating these "high potential" models and for documenting and disseminating information resulting from the studies.

- To inform and train NCSD and NCIA members in means of achieving institutional effectiveness through outcomes assessment based on the efforts described above.

This document is the most comprehensive snapshot of what community colleges are doing about institutional effectiveness through outcomes, and what areas representatives of those institutions intend to move into in the coming years. The uses of this document should be many as community college faculty, administrators, and board member consider the status of their respective institutions compared to others and begin to plan effectively to adopt an institutional effectiveness program that is unique to the institution.

There are a number of people that deserve acknowledgment. And, at the risk of forgetting someone, I express my appreciation to the original task force members, the small committee that met in Kansas City on a cold February day to begin to design the survey instrument, to Carol Viola and Betty Duvall of NCIA, to Robert Keys and Walter Bumphus of NCSD, to Andrew Falcone and Johnnie McClinton of my staff, to ACT staff Don Carstensen, Richard Rowray, and David Lutz. Finally, to Susan Cowart of ACT who wrote the following analysis of the survey results. Her talents, persistence, and determination are sincerely appreciated.

Wayne E. Giles
Kansas City
January, 1990

ACKNOWLEDGEMENTS

A project of this magnitude and extending over the period of time this one covers is bound to involve many people for many hours. At various stages, relatively few people gave great amounts of time and effort to furthering this survey along to this Final Report.

Work on developing the questionnaire was initiated by a small group of people called together in Kansas City by Wayne Giles in February 1988. The members of this group remained key participants in the development of the questionnaire and most have moved into additional roles as key developers and implementers of the demonstration site state of Project Cooperation. Members of that group include Wayne Giles, Andrew Falcone and Johnnie McClinton of Metropolitan Community Colleges in Kansas City; Carolyn Williams of Wayne County Community College; Douglas "Buck" Tarpley of Dyersburg State Community College; and me, the ACT representative.

Andrew Falcone took primary responsibility for early drafts of the questionnaire, based on the group's intense discussions over about twelve hours of meetings. Once the responsibility shifted to me, I called heavily upon my colleagues here at ACT for their assistance. Those most involved were Don Carstensen, Rich Rowray, Milt Hillery, David Lutz, and John Roth. The questionnaire expanded rather drastically during this period.

Approximately twenty people with various connections to this project were sent copies of a draft form and asked to comment on it after completing the questionnaire. Their comments led to further revisions, most notably to reducing the length of the questionnaire.

Participants at the Summer Leadership Colloquium in Columbia, Maryland, July 6-10, 1989 are all to be thanked for their attention to the questionnaire and contributions to its final refinements. Special thanks to Walter Bumphus who took primary responsibility for organizing and chairing the conference, and who found a way to fit this focus on "Institutional Effectiveness via Outcomes Assessment into the agenda.

Dale Parnell, President of AACJC, lent his support to the project by writing the cover letter for the initial mailing of the questionnaire. AACJC also supplied the mailing labels with names and addresses of presidents/CEO's at all member institutions. And, Allison Ayalla of AACJC was most helpful in supplying data on institutional attributes to be used in the data analysis.

Many other people at ACT contributed their talents and patience to this project. Donna Appleglise logged in the questionnaires and responded to inquiries in addition to her assistance with producing earlier drafts of the questionnaire. Adalla Bean and her staff in the Distribution Center were especially helpful in preparing various mailings of the questionnaire. Ron Johnson and his staff in Office Services reproduced postcards, letters, and even extra copies of the questionnaire with both remarkable speed and good humor. Diana Haman and her staff skillfully and rapidly key-entered the responses so preliminary analyses could be prepared for presentation at conferences last winter and spring.

In July 1989, Wayne Giles and I met in Kansas City with members of his assessment staff to discuss the final report on the survey . The topics in this report represent those agreed to be most important to cover. This decision, in part, was guided by feedback and interest expressed to Wayne Giles as a result of several presentations that he made of the preliminary results.

In preparing the final report, I enjoyed the help of Patty Muchow and Geoff Sottong of ACT's Educational Services Division. Patty managed to read scribbling that even I could not decipher and to piece together puzzles of insertions, deletions, and text moves that would have hopelessly bewildered and frustrated--to say the least--a less patient and professionally committed person. Similarly, Geoff produced page after page of frequencies and other tables having learned always to seek "aesthetic perfection."

Bob Korte of ACT's Professional Assessment Services Division reviewed a rather rough draft of the manuscript and provided valuable comments that helped eliminate some confusion and misstatements. My thanks go to Jim Maxey of ACT's Institutional Services, Research Division who also reviewed the report and helped bring more reasonable order to the material and its presentation.

A special thanks to Carol Viola who facilitated many, many aspects of the production and distribution of the survey. She always responds to my calls for help and continues to lend encouragement and support. Successors to the presidency of NCIA have continued Carol's practices, and I wish to thank Roland "Chip" Chapdelaine, Betty Duvall, and president-elect Karen Bowyer. Perhaps this is a good place to point to the president-elect of NCSD Bob Keys. Bob has also contributed to the various aspects of Project Cooperation, and I especially appreciate his comments and critiques of the questionnaire during its development.

As must be evident by now, Wayne Giles stands out as *the* key to the completion of the survey and this final report. Over and over again, Wayne has given generously his time and patience, as well as his experience and expertise. he seems always to be able to look beyond confounding complexities and obstacles and find sensible, workable strategies to achieve a goal or purpose. I appreciate the opportunity of working with him in a genuinely collegial relationship.

Despite the many people and their many contributions, readers of this report will easily find flaws and shortcomings. For those, you may "thank" the author.

EXECUTIVE SUMMARY

This report is based on responses from 675 institutions, and that represents about 54% of the total institutional memberships by two-year institutions in the American Association of Community and Junior Colleges (AACJC). The survey is part of a collaborative effort by the National Council of Instructional Administrators, the National Council for Student Development, and American College Testing to study and advance the use of student outcomes measures for assessing institutional effectiveness in two-year institutions.

Three sets of student outcomes are identified for in-depth study in terms of the importance associated with their use for assessing institutional effectiveness, actual use of items in the sets of outcomes, priority associated with their use now and in the future, and satisfaction with that use. Further, the question of how these student outcomes measures feed back into the operation of the institution by impacting activities and functions is explored. And, finally, the way institutions are organized for assessing student outcomes and institutional effectiveness is analyzed.

Academic Progress and Employment Outcomes

Academic progress and employment outcomes measures are used to assess institutional effectiveness by well over half (61%) of the institutions represented in the survey. The average for importance ratings for individuals across all 21 items is 70%, and the average use rate is only 37% of the items. Two-thirds of the institutions give higher or far higher priority to *these* outcomes for assessing institutional effectiveness than to other types of student outcomes. The number giving far higher priority within the next 3-5 years is expected to double. Finally, respondents generally sense moderate satisfaction at their colleges with the use of academic progress and student outcomes measures for assessing institutional effectiveness.

Student Learning Outcomes

Sixteen different learning skills are included in the set of student learning outcomes measures. Only slightly over one-third (35%) of the institutions measure student learning skills outcomes and use these for assessing institutional effectiveness. The average use rate is only 20%, and nearly one-half of the institutions use none of the items included in this list. On the other hand, the average score on the importance index is 83%, and only 3% of the respondents rating the importance of these items at 50% or less. Process skills are rated as most important and least used, relative to foundation skills (most used) and general competency type measures. Entry-only assessment is more common than exit-only or entry-exit comparison assessment, but exit assessments do exceed entry assessments for the less used process skills and general competency measures. Foundation skills are most often perceived to be most important at present, but competency in general education or field of study is expected to be perceived as most important within the near future, i.e., next 3-5 years. The number of institutions that expect to give *far* higher priority to these outcomes in the near future is three times that currently giving this priority, and the number giving high or far higher priority will double within the next 3-5 years. Satisfaction with the use of student learning outcomes to assess institutional effectiveness is on the lower side of medium satisfaction. The differences between mean satisfaction scores for student learning skills and the other two student outcomes measures is statistically significant at the .000 level.

Student Satisfaction Outcomes

Virtually all of the respondents, over 99%, award at least 50% of the importance points to the 11 items included in student satisfaction outcomes, but one-third of the institutions use none of these items to assess institutional effectiveness, and half of the institutions use no more than four of the 11 items for that purpose. Overall, 55% of the institutions use student satisfaction measures to assess institutional effectiveness.

The three items currently perceived to be the most important student satisfaction measures for assessing institutional effectiveness are also expected to be most important within the next 3-5 years. The level of priority associated with the use of student satisfaction outcomes is expected to increase, but the magnitude of change is not as great as that expected for the other two sets of outcomes measures examined previously. Satisfaction with the use of these measures for assessing institutional effectiveness is at the medium level, and that is about equal to the satisfaction score for academic progress and employment outcomes, and the difference in these mean scores is not statistically significant.

Uses of Outcomes Assessment Information

Twenty-five activities and functions typical to the institutions in the survey are listed on the questionnaire and respondents were asked to indicate which sets of student outcomes affect each of the activities and functions. Accreditation studies are most often impacted by the use of these three sets of outcomes measures. About three-quarters of the institutions use measures of academic progress and employment outcomes in this process, over half use student learning outcomes, and nearly 60% use student satisfaction measures for this purpose. These outcomes are used on average by 60% of the institutions in institutional planning, and an average of 52% use these in curriculum development.

When respondents were asked to select the three activities and functions *most* affected by the use of these outcomes measures, however, curriculum development received the most mentions followed by institutional planning and course offerings. Accreditation studies rank fourth in frequency of mentions here.

Similarly, respondents were asked to select three items that will be most affected within the next 3-5 years. The top two are the same as these mentioned for the current situation with development of appropriate teaching and learning strategies ranking third and accreditation studies and reports again ranking fourth.

Organization for Measurement of Student Outcomes

Over half of the institutions responding to the survey have designated a person to be responsible for directing or coordinating assessment for the purpose of assessing institutional effectiveness or assessing student outcomes, and 37% have designated the same person to coordinate or direct both. Over half of the institutions have the assessment coordinator report directly to the president.

Most often, respondents indicate that assessment was initiated because this complies with standard management practices. Curricular reform and the institutional governance structure prompted 25-30% of the institutions to initiate assessment, and 18% did so in response to actions or policies of an accreditation board or agency. The outcomes assessment systems of these institutions are most often developed by an office or department on campus as opposed to an administrative and/or faculty committee, for example, and that is most often the office of institutional research. From a list of sixteen potential obstacles or impediments to implementing an outcomes assessment process, over half of the respondents select lack of personnel resources, and nearly as many indicate that lack of financial resources is a leading obstacle. Lack of an adequate database and lack of adequate measurement instruments are mentioned by 45% and 39% of the respondents, respectively.

The effort of the institutions in this survey is perceived more positively than the effectiveness of that effort. On a five point scale with 1 = low/negative and 5 = high/positive, effort ratings average 3.31 while effectiveness ratings average 3.03. This difference is statistically significant at the .000 level.

Analysis of Current and Future Priorities

Respondents expect the priority associated with the use of these kinds of student outcomes to increase within the next 3-5 years, that is especially the case for student learning outcomes.

> 38% indicate that there will be an increase in the priority associated with academic progress and employment outcomes
>
> 54% indicate an increase for student learning outcomes, and
>
> 36% indicate an increase in priority associated with student satisfaction outcomes.

While current priority levels associated with the student outcomes measures are rather variable, there is general agreement that future priority levels will be high or the highest. That expectation for future priorities is fairly uniform, even for institutions that are currently not using the outcomes measures to assess institutional effectiveness.

There is reason for frustration with the current situation and optimism with respect to what the situation might be within the next 3-5 years. Frustration is evidenced in the finding that importance ratings for the use of the various types of outcomes measures are *not* related to current priority levels associated with their use; that is, average importance scores do not decrease with decreasing priority levels. Optimism, perhaps guarded, is evidenced in the fact that there *is* a relationship between future priority levels and importance scores.

Use scores, on the other hand, are more highly related to current priorities than to future priorities. This, again, is good news in that the priority expected to be assigned to the use of these outcomes over the next 3-5 years is basically at the high or highest levels.

Relationships of Institutional Attributes to Using Student Outcomes Measures to Assess Institutional Effectiveness

Three attributes of institutions are hypothesized to be related to the importance perceived for these outcomes and their use in assessing institutional effectiveness: enrollment size of institutions, regional accreditation affiliation, and geographical setting, i.e., urban, suburban, and so forth.

The findings do not support these hypothesis. Only for mean importance scores on academic progress and employment outcomes is there a significant difference by enrollment size, that is due only to the fact that the smallest institutions, those with an enrollment head count of 1,000 or less, rate the importance of these measures lower than the larger institutions; the mean importance scores for the other enrollment categories are all equal. There are *no* significant differences in mean scores on the use index for any of the three sets of outcomes measures.

Mean importance scores across the six regional accreditation associations are significantly different for only student satisfaction measures. Institutions in the New England accreditation region have the lowest average importance score on student satisfaction outcomes, and schools in the other regions have about equal average importance ratings. It is interesting to note that schools in the Southern accreditation region do not rate the importance of these measures significantly higher than do schools from some of the other regions.

Mean use scores for both academic progress and employment outcomes and student satisfaction outcomes do differ significantly with respect to regional accreditation membership; and for each of the outcomes measures, institutions in the Southern Association of Colleges and Schools do have the highest average scores on the use index. This is true for student learning outcomes as well, although the differences in mean scores are not statistically significant.

Geographical setting bears no relationship to either the importance attached to using these outcomes to assess institutional effectiveness nor to the percentage of items in each set of outcomes that is, on average, used by the institutions in the survey.

Relationship of Having an Assessment Coordinator to Using Student Outcomes Measures to Assess Institutional Effectiveness

Fifty-one percent of the institutions in the survey have a person who is responsible both for assessing student outcomes and institutional effectiveness, 9% have designated an assessment coordinator for institutional effectiveness only, and 40% have neither or did not respond.

Only for student satisfaction outcomes is there a significant difference in the average importance scores for institutions according to the assignment of responsibilities for assessment of student outcomes and/or institutional effectiveness. Use scores, however, do vary significantly with respect to coordination of assessment at the institution. Institutions that have designated responsibilities for both student outcomes and institutional effectiveness average using more of the items in each set of outcomes measures. For student learning outcomes, the average use score is about twice that of the other outcomes types.

Current priority assignments have a low relationship to the coordinator role, but future priorities have no relationship.

Institutions with no coordinator of assessment (or not responding to the question) are about twice as likely to experience low or very low satisfaction with the use of student outcomes for assessing institutional effectiveness as those with a designated coordinator(s) for both types of assessment. And, institutions with a coordinator both of assessing institutional effectiveness and student outcomes are about twice as likely to experience very high satisfaction with the use of the assessments. Respondents at institutions that have assigned responsibilities for coordinating assessment of both student outcomes and institutional effectiveness are more than twice as likely to rate their institutional assessment effort as "good" or "excellent" as those without a coordinator, and those without an assessment coordinator are almost three times more likely to give a "poor" or "very poor" rating to the institution's effort than respondents where both assessment responsibilities are assigned.

Ratings of the effectiveness of that effort show similar patterns of differences although the magnitude of differences is not as great.

PART I

AN OVERVIEW: USING STUDENT OUTCOMES MEASURES TO ASSESS INSTITUTIONAL EFFECTIVENESS

Part I of this report covers the five sections of the questionnaire. Frequencies are reported in Appendix A for responses to each questionnaire item.

Questionnaire Development and Data Collection

The primary components of the questionnaire were determined by a team sharing expertise and an interest in assessment, student success, and/or institutional effectiveness. Our goal was to maximize comprehensiveness with respect to reaching an understanding of what people in the two-year sector of higher education think about assessing institutional effectiveness, what they think about student outcomes assessment, and what they think about using student outcomes in assessing institutional effectiveness. We not only wanted to ascertain what these people think about the subject but also what is being done in two-year institutions to use student outcomes for assessing institutional effectiveness, how well that seems to be working, what uses are made of the assessment, and what is expected for the future. There are questions for people at institutions where no assessment is conducted and for those highly involved in the process.

The questionnaire underwent many revisions and reviews. One version--even longer--was pilot-tested by about 20 people. Another version was presented for discussion at the 1988 Project Cooperation Summer Conference. Many people contributed to many revisions of the questionnaire.

The questionnaire was sent to the president of two-year institutions that are members of the American Association of Community and Junior Colleges (AACJC) in the fall of 1988. A reminder card and up to three letters were sent to institutions in an effort to gather as many respondents as possible. The final count is 675 unduplicated respondents, and that represents about 54% of the entire AACJC membership of two-year institutions. The reader is cautioned to keep in mind the fact that those responding to the survey may represent institutions at the extremes--those that are more highly involved in the use of student outcomes measures for assessing institutional effectiveness or those least involved in this process.

This response rate is rather good, particularly in light of the fact that the questionnaire is long and somewhat complicated. Quite a few people wrote or telephoned to ask for a copy of the questionnaire and/or a copy of the one they had submitted. The message that we got over and over is that the survey instrument *is* comprehensive and that it serves as a useful stimulus or planning tool for institutions in the process of implementing new assessment procedures--in whole or in part--for the purpose of assessing institutional effectiveness and using student outcomes measures to do so.

The questionnaire has five sections. The first three sections ask for information about three types or categories of student outcomes measures: (1) academic progress and employment outcomes, (2) student learning skills outcomes, and (3) student satisfaction outcomes. The fourth section is aimed at ascertaining specific activities and functions for which the measures are used. And, the final section is used to gather information about how the assessment system is organized, administratively, and how it came into being.

Additional data were collected from AACJC sources, for example, and added to the data set for each institution.

Methodology and Reporting Procedures

The report has two major parts. Part I provides a comprehensive overview in the form of frequency distributions for responses to each item in the survey. The actual frequencies are recorded in Appendix A along with a complete copy of the questionnaire. Unless specifically noted, the percentages reported in Part I are based on the total number of survey respondents (675) rather than the number of responses to an item.

Part II provides more in-depth analyses of assessment practices. In that part of the report, findings are presented for analyses of whether institutional characteristics such as size, geographic setting, and regional accreditation association affect assessment practices. In addition, Part II features an analysis of whether assessment practices vary between institutions that have a specifically designated coordinator or director of assessment and those that do not.

Finally, the analysis focuses on comparisons of current assessment practices relative to future expectations for each type of outcome measure. In this section, a difference measure is computed that provides an indication of the magnitude of change between current and future priorities for each set of outcomes measures.

Two indexes are computed and used extensively throughout the analyses in Part II. One index is based on respondent perceptions about the importance of using specific items included in each set of outcomes for assessing institutional effectiveness, and the other is computed from responses indicating that their institution actually uses the specific item(s) to assess institutional effectiveness. The first index is referred to as the importance score index and the second as the use index. Because these are used extensively, it is important that the reader understand how these are constructed and what they represent.

Varying numbers of items are included in each of the three sets of outcomes measures examined in this survey. The set of academic progress and student outcomes measures includes 21 items, the set of student learning skills outcomes includes 16 items, and that for student satisfaction outcomes includes

11 items. Perhaps an example with the use index will be helpful taking two hypothetical institutions for this example, College Alpha and College Omega.

The respondent for Alpha noted that Alpha uses 7 of the 21 items in the academic progress and employment outcomes, and that is 33% of the total. The respondent for College Omega noted that Omega uses 18 of the 21 items in this set of outcomes, and that is 86%. The use index for Alpha is 33% and for Omega is 86%. A use score was computed for each respondent in the survey. The mean or average for just these two colleges is 59.5%.

The importance index was computed in the same way, but three alternatives were provided for the respondent to use in rating each item for each set of outcomes. Respondents were asked to indicate whether they perceive each item to be "not important," "important," or "very important" for assessing institutional effectiveness. These responses were coded 0 = "not important," 2 = "important," and 3 = "very important." For each respondent, the score on each item is computed by summing the coded responses. This sum is then divided by the total number of points possible for each set of outcomes, eg. 63 is the maximum for academic progress and employment outcomes (21 items x 3 points = 63 points). Suppose that Alpha has responded to the 21 items so that the total number of importance points is 50; Alpha would then have an importance index score of 79%.

SPSS-X was used for statistical analyses of the data. The entire two-year membership of AACJC was surveyed, therefore sampling techniques were not used. Sample statistics are reported, however, for the sake of convention and to give readers a basis of comparison. The statistics and analytical procedures presented in this report are simple and basic; most will be familiar to all readers of this report, and a brief review of the typical statistics is probably adequate. Statistics reported for tables of cross-tabulation (or contingency tables) are Pearson's product-moment correlation coefficient (r), the Chi-square value, the eta coefficient, and Cramer's V.

The Chi-square statistic indicates whether there is any association between the variables. While that information is a necessary starting point, it is only that. It is also important to have some indication of the strength of association between variables. Cramer's V provides such a measure for nominal level data. A desirable characteristic of Cramer's V is that it has upper and lower limits. Cramer's V equals 0 when there is no relationship and it equals 1 when there is a perfect relationship. So, a significant Chi-square coefficient indicates that two variables are not independent, i.e., that there is a statistical association; and the value of Cramer's V indicates the level of relationship from very low to very high.

The eta coefficient is more easily understood when compared to the r correlation coefficient. Eta is specifically for asymmetric relationships. While the product-moment correlation coefficient is not based on an assumption of linearity it does underestimate the level of association between two variables if the relationship is not linear. The eta coefficient will be greater than r for relationships that are not linear. Eta squared is intuitively an analysis of variance measure. The higher the value, the greater the share of total variance accounted for across groups or categories on the nominal variable as opposed to within the groups.

In analyses where means are reported, both r and eta are reported along with an F value. The F value is a ratio of variances such that the greater the value of F, the higher the probability that the means around which the variances are computed are not equal and that they are, in fact, significantly different. The F value is a ratio of the variance between the groups or categories relative to the variance within the groups. A large ratio means that the items within each group, i.e., respondents from institutions, are more alike on that particular dimension than they are like institutions in other groups.

The F value can be large because only one or two means are very different from the others. It is necessary to look at other statistics such as a correlation coefficient or eta, to get a better idea of the relationship that exists between the variables.

Section I

Academic Progress and Employment Outcomes

Introduction

Twenty-one items appear in the first section of student outcomes related to student academic progress and employment outcomes. Many of the items in this section are fairly traditional indicators of institutional effectiveness in the area of student retention, others have been used in recruiting students, faculty, financial support, and employment opportunities. Still other of these items are innovative and non-traditional measures of student outcomes relating to goal attainment and performance.

A reliability analysis of these items reveals that the items have a level of internal consistency sufficient to be considered as an index (Nunnally: 1978; Richardson et al.: 1989). The average of all correlations among the items is .21 with the minimum correlation being -.06 and the maximum being .79. The alpha coefficient of reliability is .85.

Importance scale responses were coded 0 = "not important," 2 = "important" and 3 = "very important." If a respondent rated all 21 items as being very important for assessing institutional effectiveness, the sum would be 63 points. Response scores were summed and divided by 63 to get an overall measure of the importance for each respondent. In Part II, this and other outcome importance and use scales will be further analyzed. For the present purpose of describing responses, one need note only that the range of importance scores is from a low of 16% to a high of 100%. A score of 16%, for example, means that this respondent generally rates these items as "not important," but gives an "important" rating to five items (5 x 2 = 10 points / 63 = 16%), or a "very important" rating to two items (3 x 2 = 6) and an "important" rating to two others (2 x 2 = 4). In any case, only one respondent placed such low importance on the items and only 10% had an importance index score below 50%. Indeed, four respondents rate all items as "very important." The mean importance score is 70%.

A use index was constructed in a similar, but much simpler, fashion. The product moment correlation between the importance and use scores is .30 and that is significant at the .000 level. The percentage of items used is the use index, and it ranges from 0.00% to 100%. The modal response is "none": 91 of the institutions currently use none of these items to assess institutional effectiveness. Note that the institutions could collect data on some of the items but not use the information in assessing institutional effectiveness, per se. The mean use score is 37%. Half of the institutions responding to the survey use at least 33% of the items--that is, seven or more items. About 90% of the responding institutions use up to 14 of these items, and eight respondents indicate their institution is already using all of these measures for assessing institutional effectiveness. That is rather phenomenal.

Part A: Importance Ratings and Use of Academic Progress and Employment Outcomes Measures

From the list of 21 measures of academic progress and employment outcomes, the measure most widely used by respondents to this survey in assessing institutional effectiveness is the number of students who graduate with an associate degree. This is one of the more "traditional" indicators of institutional effectiveness, and 73% of the respondents indicate that it is used at their institution. While that is the most used measure of academic progress and employment outcomes, the highest importance rating goes to employer satisfaction with graduates: 88% of the respondents rate this outcome as very important and 9% rate it as important. A closely related measure received nearly as many "very important" ratings: 87% rate the measure of employer satisfaction with job training/skills enhancements as very important and 10% rate it important. These two employer assessments of student outcomes are each used by about 60% of the responding institutions to assess their effectiveness.

Perhaps the all-around most favored measure in the academic progress and employment outcomes list is item #14: "the percentage of graduates who find employment in their major/field of study." This item is the second most frequently used measure of institutional effectiveness with 70% of respondents saying their institution uses it. In addition, the importance rating is very near the top rating with 84% saying it is very important and 12% saying it is an important indicator of institutional effectiveness.

Two other measures are currently used by over half of the respondents: "the percentage of graduates who complete their intended program or degree at your institution" is used by 59% of these institutions and just over three-quarters of the respondents rate this measure as a very important indicator of institutional effectiveness. The percentage of graduates who find employment NOT related to their major/field of study is used by 54% of these institutions; 51% of the respondents rate it as a very important indicator; and another 40% rate it as important.

To respond that any one of these measures is "not important" is more difficult than to rate its importance as "low." Knowing that to be the case, however, the NOT important response was placed on the questionnaire in order to maximize the scale differences and increase the discrimination between moderate importance and the lower end of the scale. Recognizing that respondents might feel reluctant to say that the items are not important, it is worth noting that four of the 21 items have at least one quarter of the institutions giving this response, and another three items have 23% NOT important responses. The leading "not important" items are as follows:

- the percentage of transfer students who do not receive a bachelor's degree within a specified time: 40% not important

- the percentage of students in an associate degree program that earn the degree in three years: 33% not important

- annual total income of graduates: 28% not important
  (NOTE: This item has the lowest rate of use.)

- of those enrolled annually, the percentage of students who intend to transfer *without* earning the associate degree: 24% not important

- grade point average of students who transfer *without* a degree relative to native students of the four-year institution: 23% not important

- grade point average of students who transfer before completing a degree program: 23% not important

Part B: Type of Use

Respondents were next asked to indicate the general use made of this type of student outcomes. Only 12% of the respondents say that academic progress and employment outcomes are not assessed at their institution; 25% assess these outcomes but the measures are not used to assess institutional effectiveness; and 61% say that these outcomes are both measured and used to assess institutional effectiveness.

Part C: Most Important Outcome Measure Used Now and in Future

Part C asks respondents to select an item from the list that is now most important and then select one that will be most important in 3-5 years. Several respondents revealed frustration with this question because they found it too difficult to identify a single item as the most important. Some would write "All of them" and others would list multiple items. The only feasible solution was to consider these multiple responses as missing data. Respondents that indicated non-use on the previous item were instructed to skip this question.

That set of "inappropriate" respondents accounts for a little over one-half of the no response and missing data cases.

Respondents tended to single out item #14 (percentage of students who find employment in their major/field of study) as the most important measure currently used to assess institutional effectiveness. Over one-quarter of the institutions represented in the survey (27%) selected this item, and 15% selected item #7: "the percentage of students who complete their intended program or degree at your institution." Recall that item #14 had the second highest use rating and the third highest number of respondents rating it as "very important."

Items #1 and #17 tied for third place in frequency of mentions as most important academic performance and employment outcomes items for assessing institutional effectiveness. This is interesting when compared to the ratings of individual items. Item #1 had the highest use rating and item #17 the highest importance rating, yet neither item netted responses on this question to place it higher than third in importance among outcomes measures of this type currently used for assessing institutional effectiveness.

With respect to expectations about the near future, the items most often mentioned as being most important are the same as those currently used with one exception. Only 3% of respondents expect item #1 (students graduating with an associate degree) to be the most important measure in assessing institutional effectiveness in the future. That places it in fifth position relative to other items. Item #16 (employer satisfaction) enters the list in third position as the most important measure of the future. Heading the list for future importance is item #7 (the percentage of students who fulfill their goal at the institution) and that ties at 21% of the institutions with item #14 (the percentage of graduates who find employment in their major/field of study). The other academic progress item that will be important to assessing institutional effectiveness is employer satisfaction with graduates--the item that got the highest number of "very important" responses in Part A.

Parts D and E: Current and Future Priorities

Parts D and E again focus attention on current practices and future expectations. Respondents were first asked to rate the priority level currently associated with these measures relative to other outcomes actually used to assess institutional effectiveness. Again, the 80 institutions that do not measure these outcomes were instructed to skip this current priority item and indicate only the priority expected to be associated with these measures within the next 3-5 years.

At present, 13% of the respondents rate academic progress and employment outcomes as outcomes that are given far higher priority than any other outcomes to assess institutional effectiveness. The majority, 54%, respond that these items are given higher priority than other outcomes; 16% respond that these items are just a part of the criteria used for assessing institutional effectiveness but they are not high priority items; and just 1% respond that of the items used to assess institutional effectiveness, these are least important and receive no priority whatsoever.

Future expectations are for the priority given these measures to increase within the next 3-5 years. Responses indicate that institutions giving the highest priority to these measures will double the current rate, and a slightly higher rate expect to give high priority to these measures. These future expectations to increase priority, of course, mean a shift from lower and no priority categories. Further analysis of the current and future responses for these and other outcomes will be presented in Section II of this report.

Part F: Satisfaction With Use of Outcomes Measures

The final question in the section on academic progress and employment outcomes asks respondents to rate the level of satisfaction at the college with the use of the outcomes measures for assessing institutional effectiveness. The mean score on this five-point scale is 3.08, and that shows medium satisfaction. "Medium satisfaction (scale value = 3) is the mode for responses, and 28% responded that satisfaction levels are high or very high while 21% responded that satisfaction is low or very low.

Summary

In general, these outcomes are found to have a rather high use rate, to be regarded as important for assessing institutional effectiveness, and to meet with medium to high satisfaction in use. The future should bring even higher and more intensive use rates, based on comparisons of priorities now and in the near future.

Section II

Student Learning Outcomes

Introduction

The second section of the questionnaire is organized exactly the same as the previous except for the addition of a part asking for more information on the way(s) the skills are measured. A total of sixteen learning outcomes are included in the section covering measures of student learning skills.

These learning outcomes are grouped under three headings: foundation skills, process skills, and competency in general education or field of study. Foundation skills were expected to be most often used and process skills least used. Further, to the extent that these skills are assessed, the expectation is that this is largely an "on-entry" assessment, that few institutions are involved in any type of interim or exit assessment, and that few institutions use the assessment data that are gathered for purposes relating to assessing institutional effectiveness. Before turning to the findings regarding the measures of student learning outcomes, a brief description of the items in this section should prove useful.

The reliability analysis of these sixteen items indicates even higher internal consistency among the items. The alpha coefficient is .89, and the average inter-item correlation is .34. Nunnally (1978: 350) says that an average inter-correlation over .30 is exceptional. The range of correlation here is from .09 to .72.

The average score on the importance index is 83%. The distribution is highly skewed so that very few respondents gave low importance ratings and many gave high ratings. Only 3% of respondents participating in the survey gave importance ratings of 50% or less, and the median importance score is 85%. Finally, 38 respondents rated all sixteen items as "very important," yielding an importance score of 100%.

Relatively few institutions use these measures for assessing institutional effectiveness. Nearly half of the respondents (46%) indicate that none of these items are used to assess institutional effectiveness, and the average use score is only 20%--an average of just over 3 of the 16 items. The median is only 1 item used for this purpose, and over 85% of the respondents use no more than half of these items to assess institutional effectiveness. The expectation that these outcomes are not widely used is overwhelmingly fulfilled.

Part A: Importance Ratings and Use of Measures

As the previous overview revealed, the importance attached to these measures is high and the use rate is low. Indeed, the correlation between the importance and use scales is only .18 (significant at the .000 level).

The skill most frequently used in assessment of institutional effectiveness is a foundation skill: writing skills. Just over 40% of the respondents (43%) use measures of writing skills and that use rate is followed by measures of reading (39%), arithmetic skills (37%), and mathematics skills (29%)--all in the foundation skills category. The more general and comprehensive skill measures rank fifth and sixth in frequency of use with field of study competency measures used by 31%, and general education competency measures used by 26% of respondents. Process skills stand out for the low usage of these skills in assessing institutional effectiveness. The low use rates for process skills is in sharp contrast to the high importance ratings given to the measurement of these skills.

The least important indicators of institutional effectiveness are outcomes measures based on advanced mathematics skills. This skill area got more "not important" responses (22%) than "very important" (19%). Only three other skills were rated as very important indicators of institutional effectiveness by less than half of the respondents, and those were each very near the 50% level.

Self-understanding	48%
Social Responsibility	46%
Computer Literacy	44%

Part B: Type of Use

Further confirmation of relatively low use of these student learning skills measures is found in responses to these items in Part B.

- 23% of the institutions in the response set do not assess these skills.
- 43% assess this type of skill, but the assessment is not used to assess institutional effectiveness.
- 35% of the institution both assess this type of student learning skills and use the assessment in assessing institutional effectiveness.

Part C: Measurement of Student Learning Skills

Type of Assessment

For this section on student learning skills, respondents were asked to provide more detailed information about the assessment methods used at their institution. If the skill is measured but not used in assessing institutional effectiveness, the respondent gives one response; if the skill is both measured and used in assessing institutional effectiveness, the respondent gives another response. If that skill is not assessed at all, the respondent leaves the space blank. The greatest number of institutions are involved in some type of assessment of reading skills and the smallest number are engaged in assessment of life-long/self-directed learning skills. The average number of institutions engaged in some type of assessment of these sixteen learning skills is 212. The activity level seems to be much higher for the foundation skills, and an average of 326 institutions conduct some type of assessment in these eight skill areas. The number of institutions that assess general education competency or fields of study competency averages to 178. Process skills areas are assessed by relatively few institutions--a low of 46 to a high of 120. That is a range of from only 7% to 18% of the institutions responding to the survey that are involved with any sort of process skills assessment. The average number of institutions assessing the process skills included on the questionnaire is only 72--about 11% of the survey institutions.

As previously mentioned, the expectation was that entry level assessment is more typical than interim or exit assessment, and that a comparison of an entry with later/exit assessment is even less typical of institutions of higher education. That expectation is somewhat substantiated by the findings in this part. The number of skill areas for which more institutions conduct some type of exit assessment is greater than that for entry assessment: exit assessments are conducted at more institutions than entry assessments for 10 of the 16 skill areas. Over the 16 skill areas, however, entry assessments are mentioned by an average of 168 institutions which is an average of 25% of the institutions participating in the survey. This is a higher rate than for exit or comparison assessments. The average of 104 institutions--15% of the total--that conduct exit assessments of these student learning skills exceeds entry/exit comparisons assessments for which the average number of institutions is only 40--that is, 6% of the total. Entry level assessments are clearly conducted by far more institutions than exit only or entry/exit comparison assessments. Exit assessments exceed entry level assessments for the less often used process skills and more general competency measures.

Recall that more institutions use writing skills for assessing institutional effectiveness than any of these other student learning skill. The leading assessment activity according to responses on this part of the questionnaire is entry level assessment of reading skills. Over three-quarters (78%) of the institutions are involved in entry assessment of reading skills, but only 14% indicate that the results are used in assessing institutional effectiveness. Slightly fewer--73%--of the institutions carry out entry level assessment of writing skills, and this is followed closely by entry level assessment of mathematics skills and arithmetic skills (70% each).

Entry assessments of writing, reading, arithmetic and mathematics skills are about equally used for assessing institutional effectiveness--13% - 14% use rates are reported. This is much lower than the 57% to 63% rate of assessment reported by these institutions.

More institutions conduct entry-exit comparison assessments on reading skills than any of the other student learning skills, but this is nearly matched by the number involved in this type of assessment of writing skills (128 and 122 institutions, respectively). Again, mathematics and arithmetic skills are the two areas also assessed by a larger number of institutions--99 and 98, respectively conduct entry and exit assessments in such a way that comparisons are possible.

The differences in assessment type used for these student learning skills are more apparent when the responses are examined somewhat differently. SPSS-X has a multiple response analysis program that provides the opportunity to gain more information on how respondents answered items for which more than one response is logically possible and is coded in the data set. Type of assessment is an example of a multiple response variable. Logically, an institution may use entry *and* exit assessments of a skill, but results of the particular assessments may not be amenable to comparison. Or, the institution may use entry assessment for placement purposes and also conduct assessments that are designed for entry-exit comparisons. Thus, respondents could check none of the assessment types or all three for any given learning skill (see page 82).

When assessment type is computed as a percentage of the responses, the average number of exit assessments exceeds entry assessments slightly--46% vs. 43%, and the average share of entry-exit comparison responses is 11% for these 16 learning skills.

Type of Instrument(s) Used

Respondents were next asked to indicate the type of instrument(s) used to measure these skill areas. Choices include national or district instruments, state instruments, campus instruments or classroom instruments. Over the 16 student learning areas, an average of 76 institutions can be expected to use classroom assessments of the skills. Instruments developed for use campus-wide have the next highest use rate, and the average number of institutions using campus instruments to assess these student learning skills is 66. District or national instruments are used by an average of 63 institutions. State instruments are rather uncommon: on average, only 22 institutions would be expected to use state instruments to assess any one of these 16 learning skills.

The final item of information requested in this section is the particular instrument used in assessing the various learning skills. Considerable variability exists in instruments used for assessing these skill areas. Codes were established for the 25 most frequently mentioned instruments. The reader should be aware of the fact that respondents would often write "ACT" or "SAT" or "CEEB" when, in fact, the instrument being used is ASSET or COMP, for example. Nonetheless, the actual instrument mentioned is coded and reported here. Only the seven specific instruments most often mentioned are reported in Appendix A, pages 83-84. In addition, mentions of either the Texas, Georgia, or Florida assessments are reported under "State Tests" despite the fact that respondents were instructed to name only national instruments. Finally, an "All Others" category includes those miscellaneous responses that were originally coded into the "Others" category plus those low frequency responses that were originally assigned codes.

ASSET dominates assessment in all foundation skills areas. About one-third of all two-year institutions use ASSET, so the high rate of use reported here should not be too surprising. Specific test instruments do stand out for use in specific skill areas. For example, 21% (74) of the institutions that report an instrument for assessing reading skills name the Nelson-Denny test. Myers-Briggs is the instrument used to assess students' self-understanding skills in 22% of the 18 institutions that name assessment instruments for that skill. Just over 40% of the institutions naming instruments for assessing both aesthetic appreciation (14) and social responsibility (17) skills use the COMP. And, nearly that large a share, 38%, of the institutions mentioning instruments for assessing field of study competency name the NLN.

Part D: Most Important Outcome Measure Used Now and In Future

Respondents seemed to have even more trouble responding to these items than they did for the same question on the previous set of outcomes measures. Again, the difficulty appears to have resulted from the instruction to identify only one item from the list of 16. A quarter of the respondents (26%) failed to respond at all to this question or failed to identify only one item, and another 23% were instructed not to respond since this type of outcome is not assessed at the institution. Only about half of the institutions in the survey have responses reported to this item. Reading skills assessments were most often mentioned (18%) as being the most important of these 16 skill areas currently used to assess institutional effectiveness, and this is followed by assessments of field of study competency (13%), writing skills (11%) and general education competency (6%). These four items are among the top six in importance ratings and use rates reported in Part A.

Responses regarding expectations for the future appear to have been less difficult since more responses are recorded here. These responses reflect the general trends evident in the literature that would move assessment more toward general/comprehensive learning and thinking skills and less toward individual skills in the foundation skills area. Specifically, assessment of general education competencies is most frequently named as the student learning outcome that will be most important within the near future (15%), and measures of competency in the student's major or field of study is the second most frequently mentioned (12%). Reading skills and writing skills come in third and fifth positions with 10% and 7%, respectively, of the respondents mentioning one as most important. Assessment of critical thinking skills is the fourth most frequently mentioned (8%) student learning outcome to be used in assessing institutional effectiveness in the next 3-5 years. This process skill is chosen as the single most important student learning outcome for assessing institutional effectiveness in the future by 51 responding institutions as opposed to only 3 who give it that singular importance in today's assessment picture.

Parts E and F: Current and Future Priorities

Again, the comparison of expectations for future and current priorities associated with student learning outcomes shows that considerable change is anticipated in the role this type of outcome measure will assume in the assessment of institutional effectiveness.

During the next 3-5 years, the number of institutions that give high priority or far higher priority to student learning outcomes will nearly double over current rates (48% vs. 83%), and almost three times more institutions will be giving far higher priority to these measures than is currently the case (29% vs. 10%).

Part G: Satisfaction with Use of Outcomes Measures

Respondents were asked to rate the overall satisfaction at their college with how these measures are used for assessing institutional effectiveness. The mean satisfaction score is only 2.65 indicating that on average, respondents perceive lower than medium satisfaction with how these measures are used on their campus. Responses on the lower side of medium satisfaction total 39% while those on the higher side total 16%.

Summary

In general, there is considerable divergence between the role respondents seem to find appropriate for measures of student learning outcomes and the role currently given these measures. To the extent that student learning skills are measured, the typical pattern is for entry only or exit only measurement; more often, entry only. Further, assessment is concentrated in basic skills rather than process or general competency areas.

Respondents anticipate considerable change in the near future so that these types of measures will experience a sharp increase in priorities associated with their use for assessing institutional effectiveness, and the assessment focus will shift away from basic skills and move toward general education/field of study competencies.

Section III

Student Satisfaction Outcomes Measures

Introduction

The final section specifically related to attitudes and opinions about student outcomes and their use in assessing institutional effectiveness covers measures of student satisfaction. Only 11 items appear in this section, and these were again chosen to be comprehensive in covering many facets of a student's experiences on campus from the classroom, residence halls, services, and the campus in general.

The alpha coefficient from the reliability analysis of this set of items is .87 and the average inter-item correlation is .38. These figures indicate that these items have a high level of internal consistency. The minimum inter-item correlation is .16 and the maximum is .60, and this set of items has considerably lower variation than the previous sets.

The average score on the importance index is 85% and the median is also around 85%, but the modal score is 100%.

All of these student satisfaction measures were rated as very important (100% score) for assessing institutional effectiveness by 16% of the respondents which is 108 institutions. Further evidence of the relatively high level of importance attached to these items is found in the fact that all but 1% of the respondents awarded at least 50% of the importance points to these items. That is to say that over 99% of the respondents would award at least half of the importance points to these items.

The number of institutions that use none of these items to assess institutional effectiveness is rather high, compared to the importance attached to the measures for this purpose: one-third (33%) of the institutions use none. Half of the institutions use no more than four of these measures, while 42% of the institutions use at least half of the measures in their assessment of institutional effectiveness. Overall, use is on the lower side among these institutions.

Part A: Importance Ratings and Use of Measures

The overview shows that the importance of these measures is rated quite high but use is relatively low. The correlation between importance and use scores is .28.

The satisfaction measure receiving the largest number of "very important" responses relates to faculty: quality, attitude toward students, availability, and so forth. This item is rated "very important" at 83% of the institutions in the survey. The second highest number of "very important" ratings is for measures of satisfaction with the curriculum. Respondents at 15% of the institutions believe it is very important to use information about student satisfaction with aspects of the curriculum such as the variety of courses, quality, content, availability and class size. Another item felt to be very important is student satisfaction with academic support services: 72% of the respondents rate this as very important, and nearly that number--70%--rate satisfaction with the quality, content, and availability of academic advising as very important. Two other items in this set are rated very important by over half of the survey participants: 61% rate satisfaction with career planning and skills enhancement at the highest importance level and 50% give that rating to the importance of satisfaction with official procedures such as admissions, registration, change of major, and so forth.

A relatively low rate of "very important" responses on these items is *not* accompanied by a high rate of "not important" responses. On average, less than 3% of the respondents gave that importance rating. The item with the most negative importance rating is satisfaction with facilities such as dormitories, classrooms, and campus grounds generally. A total of 55 respondents (8%) reject the importance of this item for assessing institutional effectiveness. Given the fact that few of these colleges are residential campuses, this is perhaps a surprisingly *low* number of not important responses. It is, of course, the case that other significant facilities such as classrooms were specifically mentioned on the item.

Four of these satisfaction measures are used by over half of the institutions to assess effectiveness. These are satisfaction with faculty (59%), satisfaction with academic support services (52%), satisfaction with curriculum offerings, and satisfaction with courses in the student's major area of study (50%). The least used satisfaction measure is that related to campus conditions in general (27%).

Part B: Type of Use

About 18% of the institutions do not assess student satisfaction, 26% assess student satisfaction but do not use the information as input to their assessment of institutional effectiveness, and 55% of the institutions use student satisfaction measures to assess institutional effectiveness.

Part C: Most Important Outcome Measure Used Now and In Future

Only three of the satisfaction measures stand out with respect to the number of institutions that identify them as the most important of the satisfaction measures currently used in assessing institutional effectiveness.

Satisfaction with curriculum = 28%
Satisfaction with faculty = 22%
Satisfaction with courses in major or field of study = 13%

These same three are expected to be the most important satisfaction measures used to assess institutional effectiveness within the next 3-5 years.

Satisfaction with curriculum = 28%
Satisfaction with courses in major or field of study = 15%
Satisfaction with faculty = 13%

These represent the core of the institution's instructional efforts, and it would be difficult to argue with the current and future importance of these measures in assessing institutional effectiveness. It is somewhat surprising that measures such as satisfaction with procedures, services, and general conditions are so little valued. Other items that show change in importance in the future are satisfaction with career planning/skills enhancement and satisfaction with academic support services.

Parts D and E: Current and Future Priorities

Responses on these parts of the survey indicate a less static future for these satisfaction measures than the results of the preceding part would suggest. Yet, the change anticipated with respect to priorities to be placed on these satisfaction measures is minor, relative to previous outcomes measures examined in the survey.

The change in the "far higher priority" responses from the current use to future use is only an increase of about 50%, and there is only about a 35-40% increase at the next highest level. While the priority associated with these measures is clearly expected to increase, the change is not expected to be great relative to other types of outcomes measures.

Part F: Satisfaction With the Use of the Outcomes Measures

The average satisfaction with the use of student outcomes measures to assess institutional effectiveness is 3.07. That is about the same as satisfaction with the use of academic progress and employment outcomes, and these are both considerably higher than the average satisfaction with how student learning measures are used. This average means that the typical institution is expected to feel medium satisfaction with the use of these outcomes for assessing institutional effectiveness. Overall, around 23% of the institutions in the survey rate satisfaction with use as low or very low, 37% rate satisfaction as medium, and 31% enjoy high or very high satisfaction with the current use of these measures for assessing institutional effectiveness.

Summary

Once again, the findings indicate that these outcomes measures are perceived to be important, but at present use is not as great as the importance ratings would suggest.

While respondents expect their institutions to raise the priority given these measures within the next 3-5 years, the change expected for student satisfaction outcomes measures would appear to be considerably less than for measures of student learning skills outcomes.

Summary for Sections I - III

Student satisfaction outcomes and student learning outcomes are perceived to be about equally important according to their importance index scores, and their importance is perceived to be considerably higher than that of academic progress and employment outcomes, overall. The means for each importance indexes are statistically significantly different at the 98% level or higher.

When use scores are viewed, however, academic progress and employment outcomes and student satisfaction outcomes are closer, on average, than student learning outcomes. The mean importance score for student learning outcomes is 83% while the mean use score is only 20%. T-tests on means for the use index scores shows that the means are statistically significantly different. The two-tailed probability for each of these means tests is .000.

No matter which outcome type--respondents expect usage of these measures to increase in the future and they expect this use to be given higher priority within the near future. The greatest changes are expected for use of student learning skills outcomes, and use of student satisfaction outcomes is expected to be most stable.

Satisfaction with how academic progress and employment outcomes and student satisfaction outcomes are currently used to assess institutional effectiveness is about equal, and the difference in the mean scores on these scales is not statistically significant. While respondents rate use of these outcomes with medium satisfaction, the average satisfaction with the use of student learning outcomes is statistically significantly lower.

Since less use of student learning outcomes was anticipated, additional information was collected to better understand the ways these are measured. As one would expect, foundation skills are most often measured and used in assessing institutional effectiveness, and process skills least so. Further, to the extent that student learning skills are measured and/or used to assess institutional effectiveness, entry level is most commonly followed by exit assessment. Very little assessment amenable to a "value-added" interpretation is conducted.

Section IV

Uses of Outcomes Assessment Information

In this section of the questionnaire, respondents were presented a list of 25 activities and functions thought to be typical of most institutions of higher education, particularly those in the two-year sector.

The three sections on outcomes measures are based on the assumption that some items are not measured at all; some are measured but this measurement or assessment is not an input factor into the assessment of institutional effectiveness; and some are not only measured but also serve as inputs into the assessment of institutional effectiveness.

This section focuses on the feedback effect that may be assumed for assessments of institutional effectiveness. If student outcomes are measured and used to assess institutional effectiveness, then this assessment is perhaps fed back into the process of policy making and planning so that typical activities and functions of the institution are affected.

Part A: Activities and Functions Affected by Student Outcomes Measures

Respondents were asked to place a check if any of the three types of outcomes has been used with respect to each activity or function. They could mark all three, any two, any one, or none.

Academic progress and employment outcomes seem to be most used of the three types of outcomes. Across all 25 activities, an average of 45% of the institutions use measures of academic progress and employment outcomes, 34% use measures of student learning skills outcomes, and 33% use measures of student satisfaction outcomes--a total average of 37% using these outcomes to affect these activities and functions.

The number of affirmative responses across the 25 activities was counted for each institution and the percentage of institutions using student outcomes to impact from 0 to all 25 activities computed. The results are presented on pages 94-95 in Appendix A just after the responses to Part A. As this table of frequency distributions shows, the average number of activities for which academic progress and employment outcomes are used is 11.3. An average of 8.7 activities and functions are affected by student satisfaction outcomes, and 8.4 activities and functions are, on average, affected by student learning outcomes measures. The mean for academic progress and employment outcomes is significantly different from that of both student learning and student satisfaction outcomes measures, but means for student learning and student satisfaction outcomes are not significantly different (t=-1.5, two-tailed probability=.14).

Accreditation studies and reports are most often impacted by the use of these three outcomes measures. About three-quarters of the institutions use measures of academic progress and employment outcomes for accreditation studies and reports, over half (52%) use student learning skills outcomes, and 58% use student satisfaction outcomes measures for this purpose (See responses to Part A of this section in Appendix A).

Again the number of affirmative responses across the 25 activities was counted for each institution, and the percentage of institutions using each set of student outcomes to affect various numbers of activities was computed. The frequency distribution table on pages 95-96 of Appendix A shows accreditation studies to be the activity most affected by all three outcomes: 44% of the institutions use all three types of student outcomes in accreditation studies, 18% use two of the three types of outcomes, 16% use only one, and 21 % use none of these outcomes for accreditation studies.

The second highest average use--nearly 60%--for the three outcomes is found to be for institutional planning, in general. About 42% of the institutions use all three outcomes to further their institutional planning efforts while 23% indicate that they use none (see page 96). That is followed in frequency of mentions as an impact on curriculum development: an average of 52% of the institutions use one of these outcomes in curriculum development. Referring again to the frequency table on page 95, one sees that 24% of the institutions actually use all three outcomes to affect curriculum development. *And*, only 18% indicate that none of the measures is used to affect curriculum development; that is, the lowest rate of non-impact of all 25 activities.

At the other end, these outcomes are least used for providing faculty incentives. The average is only 15% for the three outcomes together, and student learning outcomes are least used--only 10%--in relation to faculty incentives. The frequency table on page 95 shows that nearly three-quarters of the respondents (72%) indicate that none of these outcomes is used to impact faculty incentives. This, in conjunction with the other little-impacted activities and functions, describes a situation worthy of note. The other activities and functions that are affected by these outcomes at relatively few institutions are development of alternative instructional modes (24%), creation of new positions (24%), economic and human resource development (24%), and funding purposes (26%). Over half of the institutions indicate that none of the outcomes is used to affect these four activities and functions. With the exception of the alternative instructional modes, these activities and functions represent potentially punitive uses or application of outcomes to which faculty, in particular, object. This is not to say that using these outcomes for the purposes listed here is necessarily negative. Indeed, some institutions do have funding, staffing, and personnel promotional decisions tied to these outcomes measures, and many people believe this will increasingly be the case in the future.

Part B: Activities Currently Most Affected by Measures of Student Outcomes

Respondents were asked to select three items from the list of 25 that represent activities and functions currently most affected by the use of student outcomes measures and then to indicate which set(s) of outcomes most affected the activity or function.

Responses will be presented in two ways. First, the activities and functions are presented according to the sequence in which they were named. Next the most frequently named activities and functions will be presented, regardless of the order of mention.

As seen in the table for Part B of this section in Appendix A, curriculum development is the most frequently (28%) mentioned function of those listed first, course offerings leads (9%) among those listed second, and institutional planning is the most often named function (9%) in the third selection. Curriculum development is certainly the overwhelming selection as the activity that stands out to these respondents for having been most affected by the use of student outcomes measures.

The student outcomes measures most often mentioned in conjunction with the items--whether named first, second, or third--are academic progress and employment outcomes.

The second mode of analyzing these data uses the multiple response program in SPSS-X, and these results are presented on page 98 in Appendix A. The [illegible]ee items named as being most affected are combined as a single variable. The outcomes named as impacting the variables are recoded into seven patterns of use:

1. academic progress and employment outcomes used alone
2. student learning skills outcomes used alone
3. student satisfaction outcomes used alone
4. academic progress and employment outcomes used along with student learning skills outcomes
5. academic progress and employment outcomes used along with student satisfaction outcomes

6. student learning skills outcomes used along with student satisfaction outcomes
7. all three types of outcomes are used together.

Respondents could give one of these impact patterns along with each of the three activities or functions impacted by the outcome(s).

A total of 1562 item responses were given. Practically all of the respondents to this question named three items. From the list of 25 items, the 11 most frequently mentioned were selected for analyzing in conjunction with the outcomes named as impacting the activities or functions. From this list, curriculum development is the activity most often mentioned: it was mentioned 250 times which is 16% of the total mentions and 48% of the institutions in the survey. Institutional planning in general is next in frequency of responses with 28% of the institutions mentioning it for 9% of the total number of mentions. Course offerings is next in impacted activities: 130 of the total number of responses were "course offerings" and that represents responses of 25% of the institutions. Finally, about 5% of the mentions were of accreditation studies, and that is 15% of the institutions. The "all others" group of responses accounts for 24% of all responses, and nearly three-quarters of the respondents (72%) mentioned at least one of these 14 other activities or functions among the three items named.

When the item responses are investigated along with the 7 outcomes patterns listed above, the number of responses counted in the multiple response cross tabulation is 3537. Each pairing or crossing of outcomes pattern with activity counts as two responses (SPSS-X). Those data are presented in a table on page 101 of Appendix A. The pattern of outcomes most often used at present is 1) academic progress and employment outcomes only (30%), and that is followed by use of 7) all three outcomes together (25%). Somewhat surprising is the fact that 14% of the respondents indicate that student learning skills is the single outcome currently most affecting the selected activities. This is surprising in light of the finding that this set of outcomes measures has the lowest use rate. Perhaps this means that student learning outcomes measures are especially effective.

Much of the impact of using measures of student learning skills outcomes is in course placement. Over one-third of the respondents (39%) mentioning course placement as an activity that has been highly affected by the use of outcomes measures name student learning skills as the sole outcome impacting this activity. In fact, over half (59%) of the respondents who name course placement as one of the three most affected activities indicate that measures of student learning skills outcomes impact this activity singly or in conjunction with one or both of the other outcomes measures.

Academic progress and employment outcomes alone are most frequently named as impacting curriculum development (32%), course offerings (31%), services to "at risk" students (29%), and collaborations with business, industry, and government (43%), and the miscellaneous set of all other activities and functions (32%). These figures mean that of all 591 mentions of curriculum development, for example, 32% of those responses were accompanied by a response indicating that it was impacted by only academic progress and employment outcomes.

Respondents naming accountability requirements, developing appropriate teaching and learning strategies, accreditation studies, and institutional planning in general most often mention that all three outcomes impact these activities and functions: 36%, 25%, 37%, and 36% respectively. For course scheduling, student satisfaction outcomes alone tie with the use of all three measures for impact (26%).

Part C: Activities That Will Be Most Affected By Measures of Student Outcomes

Respondents were asked to do the same thing with respect to the next 3-5 years. Responses are rather similar to those given for the current situation. The number of responses is lower for the future expectation question, but the top two activities expected to be most impacted by these outcomes in the next 3-5 years are the same named for the current situation, i.e., curriculum development and institutional planning. Development of appropriate teaching and learning strategies and accountability requirements replace course offerings and accreditation studies among the most frequently named activities that are expected to be influenced by outcomes measures in the future.

Responses about outcomes that are expected to affect these outcomes in the future show that respondents generally do not think that any single set of outcomes measures will be a significant influence on these typical activities or functions but rather that all three sets of outcomes will influence them. The exceptions to this general pattern are course placement, scheduling courses, and collaborations with business, industry, and government. Academic progress and employment outcomes are expected to replace student learning skills as the major type of outcomes measures to affect course placements, and this type of outcomes measure is expected to continue to be the primary influence on collaborations with business, industry, and government. Student satisfaction outcomes measures alone are expected by slightly more respondents than all three outcomes together to impact course scheduling activities.

Of particular interest is how respondents change the outcomes they expect to impact these activities and functions relative to the current use of the outcomes. The change in course placement has already been mentioned. Improvements in academic advising and counseling, for another example, are less often expected to be impacted by student outcomes measures alone and more responses point to the influence of academic progress and employment outcomes measures alone or as one of these three sets of outcomes that will impact these efforts in the future.

Summary

In general, responses about which of these outcomes measures currently impact activities and functions typical for the institutions in the survey compared to future expectations reflect findings from previous sections. Institutions today are more likely to be using academic progress and employment outcomes measures than either of the other types of outcomes measures examined in this study, but they expect to change that within the next 3-5 years. Responses in this section indicate that institutions will be less likely to channel one set of outcomes measures to a specific office performing one or more of these activities or functions and increasingly more likely to gather measures on all types of outcomes to be shared across many offices of the institutions.

Section V

Organization for Measurement of Student Outcomes

The final section of the questionnaire was used to collect information about the administrative organization of student outcomes measures. The goal is to determine whether organizational attributes seem to be related to patterns of use for the student outcomes measures. This will be explored in more detail in Part II. The responses reported in this part will provide a general overview of whether colleges that participated in the survey have designated a position to be responsible for assessment, to tie student outcomes to institutional effectiveness, how the position came about, problems associated with assessing institutional effectiveness, and so forth.

Respondents were first asked whether a person or position has been designated to direct or coordinate assessment for the purpose of assessing institutional effectiveness (see Item A). Over half of the institutions (55%) have identified a person for this function. Over a quarter of those (26%) call the position director or coordinator of institutional research, another 15% have the vice president or director of planning and development take this responsibility, and about 8% have given the task to their dean of instruction. These are just the most frequently mentioned of many different position titles associated with this function.

Next, respondents were asked whether a person or position at their college has responsibility for directing or coordinating assessments of the kinds of student outcomes covered in previous sections of the questionnaire (see Item B). Half of the institutions in the survey have assigned this responsibility: 37% have the same person responsible for both student outcomes assessment and assessment of institutional effectiveness, and 14% have designated another person or position for this role. About 10% of these institutions have student outcomes assessment carried out by the chief student services officer, and 5% named the institutional research officer to this role.

The person responsible for outcomes assessment most typically reports to the president (see Item C). Over half (53%) of the institutions having assigned this responsibility have the person report to the president, and about 16% report to the chief academic affairs officer. Further, three-quarters of the respondents indicate that the president created the position (see Item D). Not surprisingly, most institutions have rather recently assigned this outcomes assessment responsibility (see Item E). Among those having this position, one-half (53%) have had it less than three years. Twenty-six percent report having created the position or designated the responsibility to a person within the last year. On the other end, however, 59 institutions (17%) have had this role filled for at least ten years.

Respondents report that several different factors initiated the process of assessing effectiveness at their college (see Item F). Seven factors were listed and respondents were given the opportunity to select any or all of those or to add any other factor to the list. Only 63 respondents gave no response to this question and 9% say they do no assessment of institutional effectiveness. The most frequently mentioned choice was "standard management practice." This was mentioned by 44% of the survey participants which is 49% of those who responded to this question. Activities related to curricular reform led 26% of the institutions in the survey to start assessing their effectiveness. Nearly as many (25%) opted for the "other" response and 18% said that the process was initiated in response to actions or policies of their accreditation board. The institutional governance structure initiated the process at 29% of the institutions. Academic reorganization and financial exigency were mentioned by about the same number of institutions--16% and 17%, respectively. In all, over 1200 responses were given to this question for an average of about two initiating factors checked by each institution.

Turning from *what* was responsible for initiating assessment of institutional effectiveness at the college to *who*, reveals considerable diversity (see Item G). Nearly a quarter (24%) chose the "not applicable" response indicating that the institution has no outcomes assessment system, per se. Almost as many institutions (21%) identify some office or department on campus as primarily responsible for the development of an outcomes assessment system. Examples given with this option include offices of institutional planning/research, counseling, and admissions. Administrative committees/task forces and campus committees composed of administrators, faculty, and students were primarily responsible for this development at 17% of the institutions each. A faculty committee or task force was the primary catalyst at 11% of the colleges, and only 4% had the services of a consultant who played this role.

The obstacles and impediments to assessing institutional effectiveness through measures of student outcomes such as those in the survey are of great interest. Faculty and staff in attendance at various presentations of preliminary results of the survey have been especially interested in this item, and they have strongly identified with the leading obstacles and impediments named by survey respondents.

Thirteen options were available, and respondents could given as many as deemed appropriate (see Item H). Only 6% say they have encountered no obstacles, and 9% say that student outcomes are not used to assess institutional effectiveness at their college.

Among the specific obstacles or impediments, the leading one is lack of personnel resources. Over half of the institutions (52%) identify this factor, and lack of financial resources follows closely with 48% giving this as an obstacle. In addition, 31% find a lack of expertise to be an obstacle to accomplishing this type of assessment.

Obstacles of a more technical character place in third and fourth position with respect to frequency of mention: lack of an adequate data base is a factor at 45% of the colleges and lack of adequate measurement instruments is mentioned by 39%.

One-third of the respondents believe there is a general resistance to change on their campus. Similarly, 28% identify faculty resistance to outcomes assessment in particular and 11% identify administrative resistance to outcomes assessment as obstacles or impediments. Interestingly, student resistance or unwillingness to cooperate is not thought to be an obstacle by many institutions; only 7% gave this response despite the very serious problem this has presented to institutions actually involved in outcomes assessment.

The final section on the survey provides two scales similar to those used in each of the sections on outcomes measures (see Item I). Respondents were asked first to evaluate the effort of their institution in assessing effectiveness and then the effectiveness of that effort. It is quite possible for an institution to put forth an outstanding effort but have low effectiveness associated with that effort. On the other hand, an institution might have enjoyed a high level of effectiveness in its assessment process despite a rather poor effort in that regard.

The mean effort score (1 = very poor; 5 = excellent effort) is 3.31 so effort tends to be rated *higher* than "neutral" or "neither poor nor good" and toward the "good" end of the scale. Indeed "good" was the modal response with 41% giving this evaluation of effort.

Effectiveness ratings were not as high. In fact, the difference in means is statistically significant at the .000 level. The mean rating is 3.07--only slightly higher than average. About equal numbers of respondents rated the effectiveness of their institution's assessment effort as very ineffective (29), as rated it effective (27). The highest number (254) of respondents gave an "average" effectiveness evaluation.

Summary

Institutions having a person or position responsible for coordination of assessment of institutional effectiveness and/or assessment of student outcomes are more common than expected. Over half of these institutions have one or both of these roles, and it is most typical to have the person or position report to the president.

Few institutions initiated their process of assessing institutional effectiveness in response to accreditation board actions and policies, while most seem to view this as a step in keeping with standard management practices.

The major obstacles to using student outcomes to assess institutional effectiveness are lack of personnel and financial resources.

Institutions are getting higher marks for their overall effort in assessment than for the effectiveness of that effort.

PART II

ANALYSES OF RELATIONSHIPS OF SPECIAL INTEREST

Part II of this report covers a more in-depth analysis of the relationship of present and future priorities assigned to the use of these outcomes measures, how priority ratings and their expected changes are related to importance scores and use scores for the different sets of student outcomes, how certain institutional attributes are related to using outcomes measures for assessing institutional effectiveness, and finally, how the assignment of administrative responsibility for coordinating outcomes assessment and assessment of institutional effectiveness is related to attitudes and perceptions regarding the use of these assessments.

Section I

Analysis of Current and Future Priorities

Introduction

A number of topics covered in the survey raised interest and seemed to call for further analysis. Of particular interest is the question of what respondents perceive for the future use and role of these kinds of student outcomes. In this part of the report, current and future priorities will be examined in more detail to determine how they are related for each type of outcomes and how they relate across outcomes. Then priorities will be examined in relation to the importance respondents attach to the outcomes and according to the extent of use for each set of outcomes. All tables referred to in Part II are in Appendix B. Tables 1-6 in Appendix B report the frequencies for current and future priorities. These were reported in Part I and are repeated here for easy reference.

Changes in Priority Levels for Outcomes Measures Used to Assess Institutional Effectiveness During the Next 3-5 Years

Academic Progress and Employment Outcomes

- 38% expect priority assigned to academic progress and employment outcomes measures will increase within the next 3-5 years. Of that set of institutions, 26% are currently using these measures and expect the priority associated with their use to increase and 12% are not currently using these measures. Most of the institutions (59%) that are currently not using these measures expect them to have high priority within the next 3-5 years; 17% expect their use to be initiated in that time period and to receive the highest priority in assessing institutional effectiveness; 22% expect these measures to come into use but they do not expect them to receive high priority, and the remaining two institutions expect that these measures will be used but without any priority whatsoever.
- 55% expect no change in priority from current use levels
- 7% expect a decrease in the level of priority associated with this type of student outcome measure in the near future.

Student Learning Skills

- 54% of the institutions indicate that they anticipate an increase in the level of priority associated with using measures of student learning skills for assessing institutional effectiveness during the next 3-5 years. About half of these respondents expect an increase in priority over current use levels, and the other half anticipate a shift from no use to usage with the following priority levels:

  29% the highest priority
  49% high priority
  21% not high
  1% no priority whatsoever

- 42% expect no change in priority from current use levels.

- 4% expect a decrease in priority associated with student learning skills outcomes measures. Sixteen of those 23 institutions are expected to decrease the outcomes from the highest to high priority and 6 expect to decrease priority from high to not high; only 1 institution expects a two-level decline from the highest to not high priority.

Student Satisfaction

- 36% of the institutions expect an increase in priority associated with student satisfaction measures for assessing institutional effectiveness within the next 3-5 years. Over one-half of those institutions (52%) do not currently use this type of outcome measure but expect to do so within the next 3-5 years. The majority of those institutions (61%) will shift from no use to the high priority of use category, 14% expect that the highest priority will be given to these outcomes measures, and 24% expect the priority to be associated with these measures will not be high. Only one institution is expected to start using these measures but accord no priority whatsoever.

- 59% of the institutions anticipate no change from the current priority within the next 3-5 years.

- 5% of the institutions that currently use measures of student satisfaction to assess institutional effectiveness expect a decrease in priority.

Relationships Between Current and Future Priority Levels

Academic Progress and Employment Outcomes

Institutions that currently place either high priority or the highest priority on the use of student academic progress and employment outcomes measures are most likely to anticipate that the same high level of priority will be given to the use of these measures during the near future (62% for highest current priority and 73% for high current priority). Of the institutions that currently do not use measures of academic progress and employment outcomes to assess institutional effectiveness, the majority (59%) anticipate future use with a high level of priority, 22% expect use of these outcomes to receive only low priority and 17% expect highest priority within the near future. Only 7% of respondents indicate that future priorities will be lower than the current level, and over three-quarter of those are at institutions that currently place highest priority on these outcomes measures. Further, of the institutions where current and future priority ratings are the same, over 90% are currently placing high or highest priority on these items (see Table 7, Appendix B).

At institutions where the current situation is one of treating these outcomes as just another criteria in the assessment of institutional effectiveness without giving them high priority (level 2), the evidence for future behavior looks very promising: nearly three-quarters (72%) of those respondents assess future priorities as being either high or the highest, and none of the respondents indicate that the outcomes will drop further in status.

Student Learning Skills

Looking at the pattern of correspondence between the current priority level of student learning skills and the future level leads again to a sense of optimism (see Table 8).

Of the 25 institutions in this portion of the analysis reporting that they currently place no priority whatsoever on using measures of student learning skills in the assessment of institutional effectiveness, all expect the priority level to increase within the next 3-5 years.

Of the 146 institutions reporting that measures of these kinds of student learning outcomes are not currently collected, nearly half (49%) expect the future priority level to be characterized as "high" and over one-quarter (29%) anticipate these measures will be awarded the highest priority for accomplishing this purpose. The remainder of institutions currently not using these outcomes anticipate that use will be made of these measures, but with no priority whatsoever being attributed these measures relative to others.

Respondents at institutions where the priority levels associated with measures of student learning skills are already high or the highest anticipate maintaining high priority during the next 3-5 years. And, where change is possible--given limits of the scale--the result will be a net gain in institutions that place highest priority on these items. No decrease in priority is expected for institutions that currently use student learning skills as a type of outcome measure to assess institutional effectiveness while placing priority lower than "high" on these measures relative to others.

Forty-two institutions expect to change from non-users to highest priority users within the near future. That is, 29% of institutions that are currently non-users expect to be giving highest priority to the student learning outcomes. Four institutions expect to shift from giving these student learning skills no priority whatsoever to placing the highest priority on them. Another 20 institutions expect to move these outcomes measures into the highest priority category from the not high priority level of current use. Over one-third of the institutions that expect to give highest priority to these outcomes within the next 3-5 years will have raised the priority by one level.

Clearly, the trend is expected to be toward a higher use rate overall and a higher priority attached to the usage.

Student Satisfaction

Respondents who evaluate the priority of student satisfaction measures at their institution as being high basically anticipate that level to be maintained (66%), but about one-third of those institutions that currently place the highest priority on these measures for assessing institutional effectiveness anticipate that the situation will change within the next 3-5 years so that the priority will decline by one level (see Table 9). Shifts into the highest priority level will, nonetheless, be sufficient to yield a net gain at the highest level.

A majority (52%) of institutions currently at the second priority level, i.e., "not high," are expected to raise the priority of student satisfaction measures by one level to "high," and 9% of those anticipate a shift into the highest level of priority.

Of those 10 institutions in this part of the analysis where no importance is currently placed on student satisfaction measures to assess institutional effectiveness, only one anticipates no change while half of them expect to be in the high priority category within the next 3-5 years. Finally, three-quarters of the institutions that currently do not use student satisfaction measures for assessing institutional effectiveness expect to be giving high or highest priority to these measures over the next 3-5 years.

Relationships Among Expected Priority Changes for Each Type of Student Outcomes Measures

A difference measure was computed the current priority levels from the future priority levels. The data reported in Table 10 shows the cross-tabulations for this difference in priority levels for academic progress and employment measures by measures of student learning skills. Of the institutions that expect no change in priority associated with academic progress and employment outcomes measures within the next 3-5 years, 53% also expect to maintain the status quo with respect to student learning skills measures, but institutions maintaining current priority levels on academic progress and employment outcomes represent 70% of those that expect no change in priority associated with student learning skills outcomes. This indicates that the future priority associated with student learning skills outcomes will be more active than that for academic progress and employment outcomes measures.

It appears that measures of academic progress and employment outcomes will be slightly more dynamic in the near future relative to student satisfaction outcomes measures: 71% of the institutions that indicate the current priority level on academic progress and employment outcomes will be maintained also expect to maintain the current priority level on their use of student satisfaction measures for assessing institutional effectiveness. This is somewhat higher than the 66% of stable priority institutions with respect to student satisfaction measures that are expected to hold to current priority levels on academic progress and employment outcomes (see Table 11).

Relative to student satisfaction measures, measures of student learning outcomes are expected to experience far more change in the near future (see Table 12). Static institutions on the student satisfaction priority change measure account for 78% of those static on the student learning measures, but institutions static on student learning outcomes make up only 55% of those that expect to maintain current priorities on use of student satisfaction outcomes.

Summary

The respondents to this survey expect to see changes--and soon--in the use of these student outcomes measures for assessing institutional effectiveness. As previously reported, the trend during the next 3-5 years is expected to show increased use and increased priority associated with this use. What this section reveals more clearly is that the priority associated with using student outcomes measures of the types examined in this survey is *not* expected to decline. All will receive higher and higher priority in this use. There is the indication, however, that the use of student satisfaction outcomes in assessing institutional effectiveness may be leveling off during the next few years while other types of student outcomes will come more and more into use for this purpose.

An interesting observation is that current priority levels are more diverse than priority levels expected during the next 3-5 years. This simply underscores a very basic sense that there is considerable diversity in where we are now with respect to using student outcomes measures to assess institutional effectiveness, but there is little disagreement with where we want to be in the very near future.

Section II

Relationships Between Priority of Use and Scores on Importance and Use Indexes

Introduction

Having examined the relationships and inter-relationships of priority levels associated with student outcomes measures and how these are expected to change over the next 3-5 years, it will be interesting to determine whether priority levels are related to the importance scores attached to these items as indicators of institutional effectiveness and their actual use for that purpose. In this section findings are reported to compare importance and use index scores for each outcome type according to current priority ratings and then according to future priority expectations. Findings will also be reported that are based on analyses by differences among average importance index scores and among average use index scores computed for the different levels of current and future priorities.

Importance Scores and Priorities

The evidence suggests reason for frustration with the current situation, but there is also reason for optimism in the near future. Table 13 reports average importance scores for each set of student outcomes measures according to how respondents rate the priority currently associated with the set of measures. The statistics reported on this and subsequent tables are probably familiar. They are discussed in the methodology section (pages 15-16).

The potential for frustration now is suggested by the fact that there is little relationship between the importance respondents place on student outcomes measures and their evaluation of the priority given these measures by their institution. To the extent that a relationship exists, it appears to be non-linear, particularly for importance scores on academic progress and employment outcomes and student learning outcomes. The current situation must be difficult for those respondents who place high importance on these measures as indicators of institutional effectiveness but who are part of an institution that either places no priority on that use or does not use the measures at all. That is evidenced by the fact that average importance scores do not systematically decrease with decreasing priority levels, although highest priority tends to correspond to highest importance scores.

Turning to the future (Table 14), the results show that the higher importance ratings are associated with higher priorities expected for the use of outcomes measures. Those few respondents that expect no priority to be attached to student learning outcomes and academic progress and employment outcomes reverse this pattern, but the cases are too few to really alter the conclusions.

Importance Scores and Priority Changes

The analysis of importance ratings according to changes in priority does not provide further insights into the relationship between the importance respondents assign to student outcomes measures and their evaluation of the priority their institution gives those measures now and will give in the future (see Table 15). The results show that the differences in variances among means for two of the three types of outcomes measures is not significant. And, the findings for student satisfaction have no obvious explanation. The lowest importance scores, on average, are for institutions where priority levels are expected to increase by two or three levels in the next few years, and importance scores for institutions expecting no change equal those expecting maximum increases in priority, but those are exceeded by importance ratings of respondents expecting their institution to reduce priorities for the use of student satisfaction.

Use Scores and Priorities

The analyses of mean scores on use indices reveal general findings similar to those in the previous section on priorities. The relationship of use to current priorities is greater than that for use and future priorities. For current priorities (see Table 16), the findings suggest that the relationship between priorities and use is indeed fairly close. While the average use rate of academic progress and employment outcomes is greater than that for student learning skills, the relationship between priorities and use is stronger for student learning skills. About 20% of the variance in use of student learning skills can be accounted for by the priority levels attached to their use. For student satisfaction measures, the outcomes set with the highest use rate, priority levels account for nearly one-third (31%) of the variance in use rates.

Use scores and future priority levels have the strongest relationship, albeit only low, for student learning outcomes, and there is no significant relationship for academic progress and employment outcomes (Table 17).

Use Scores and Priority Changes

Unlike the case for importance scores, changes in priority levels *are* related to use scores (see Table 18). As might be expected, the form of that relationship is for average use rates to decrease as increases in priority level changes increase. Those institutions that currently have highest use rates are those where respondents are most likely to expect a decrease in priority. Conversely, institutions that currently use relatively few measures in the sets of student outcomes are expected to increase the priority--and, presumably usage--of these outcomes within the near future. The magnitude of the relationship between average use rates and changes in priorities is very nearly the same as that for current priority levels alone.

Summary

Little relationship is found between importance and current priority, but the relationship is a little higher for future priorities. Highest priority tends to be associated with highest importance ratings. There is not, however, a linear pattern of decreasing priority and lower mean importance ratings for either present or future priority ratings. In the case of future priorities, this seems to result from only very few respondents who expect to experience great dissonance with their institutions.

Use scores and current priority ratings do show a fairly high level of relationship, the highest being with student satisfaction outcomes and the lowest with academic progress and employment outcomes. Future priority levels are only slightly related to use rates, and there is not a significant relationship for academic progress and employment outcomes.

Examination of the relationship between change in current and future priorities and the importance and use scores for each set of outcomes shows that the importance scores are basically not related to the change in priority level while use scores are.

Section III

Relationship of Institutional Attributes to Using Student Outcomes Measures to Assess Institutional Effectiveness

Introduction

Institutional attributes such as size of enrollment, regional accreditation association, and geographic setting--rural, urban, and so forth, are expected to be related to the importance perceived for these outcomes and their use in assessing institutional effectiveness. It seems likely that larger institutions differ from smaller ones in the kinds of outcomes they find important to measure and in the use made of these measures with respect to their assessment of institutional effectiveness.

Similarly, the regional accreditation associations exhibit considerable variability with respect to the standards, guidelines, and requirements associated with using student outcomes measures for assessing institutional effectiveness. That being the case, it will be interesting to see whether institutions within the six regional accreditation associations tend to share similar use patterns and reflect similar attitudes and values regarding the use of student outcomes in assessing institutional effectiveness.

A third piece of information was added to the data set so that responses could be analyzed in relation to this institutional attribute. An attribute that has proved useful at the 1989 Project Cooperation Summer Conference for classifying institutions into fairly homogenous groupings is the "geographic setting." Geographic setting here refers to the site or locational ambience--the milieu or environment in which the institution operates. This attribute seems to be a rough surrogate not only for size of institution and type and purpose of students, but of the role and purpose--mission--of the institution. Geographic settings are coded as rural, city, suburban, and urban. The most ambiguous of these is "city." Institutions that are located in places with a population of around 25,000 but are clearly not a suburb are classified as "city." The addition of this coding group enhances the classification scheme over including these with suburban sites or simply using a random assignment.

Enrollment Size

Several groupings were experimented with for classifying institutions according to size of total enrollment. Total enrollment is a head count number of students in credit classes as of October 1987. (AACJC: 1988) The data presented on pages 122-123 of Appendix B use four size groupings.

No matter which grouping is used, total enrollment size does not appear to be a significant, consistent indicator of attitudes and perceptions about and use of student outcomes measures for assessing institutional effectiveness.

The results of analyzing the variance about importance score means for the four enrollment groupings show that there is a statistically significant difference for academic progress and employment outcomes (Table 19). This is no doubt due to the smallest size category (1-1000 enrollments) since all other means are equal. Taken in isolation, this statistical result provides little support for a relationship between the importance associated with using student outcomes measures to assess institutional effectiveness and enrollment size of the institution.

One might well argue that the importance scores are based on perceptions of respondents rather than on a more concrete measure. While it is not clear that there is systematic bias in individual respondent's perception of importance by institutional size, there should be when actual usage is examined. Yet, the use scores are also unrelated to enrollment size (see Table 20).

Since the results for the relationship of enrollment to responses throughout the survey generally show neither statistical significance nor any observable systematic pattern, those results are not reproduced here. The clear finding is that differences in perceptions about using and usage of student outcomes measures to assess institutional effectiveness are not related to the size of the institution.

Regional Accreditation Association

The second institutional attribute examined in relation to responses to this survey is the regional accreditation association with which the institution is affiliated. Institutions in the Southern Association of Colleges and Schools and the North Central Accreditation Association dominate responses to the survey:

New England	4%
Middle States	12%
Southern	34%
North Central	36%
Northwest	1%
Western	13%

Again, responses to all questions in the survey were cross tabulated with the institution's regional accreditation association. Again, no statistically significant nor observable systematic pattern of relationship exists.

Data on the mean importance index scores and use index scores are reported in Tables 21 and 22. While the results for importance scores are not statistically significant, with one exception, they deserve further attention.

Of these six regional accreditation associations, the Southern (SACS) stands out for its relatively strong stand on the use of outcomes measures for demonstrating institutional effectiveness. For none of the three sets of outcomes examined in this survey, however, is the mean importance score of the SACS institutions highest. Rather, the highest average importance ratings are given by institutions accredited by the Northwest Association. These high scores are perhaps true reflections of all institutions in the association, but the results are more likely due to the very small number of institutions from the Northwest Association that responded to the survey. These institutions that responded are probably the more intensely concerned institutions with respect to the general issue of assessing institutional effectiveness.

There is a significant difference in use index scores across the six accreditation regions in both academic progress and employment outcomes and student satisfaction outcomes. Institutions in the Southern Association do have the highest average use score on student satisfaction outcomes and student learning outcomes, but the variation in use *within* accreditation regions is sufficiently high that this difference is not statistically significant. Further, the institutions from the Middle States Association report the highest average use of any of the associations.

Geographical Setting

The third institutional attribute thought to be associated with attitudes and perceptions about and uses of student outcomes measures for assessing institutional effectiveness is the geographical setting.

Again, the findings reveal no observable systematic pattern of association between the geographical setting of institutions in the survey and responses to items on the questionnaire. The results reported in Tables 23 and 24 in Appendix B show no statistically significant relationship or effect between geographical setting and the average ratings of either importance or use for any of the three types of student outcomes measures.

Summary

The expectation that these institutional attributes are related to attitudes and practices regarding the use of student outcomes measures to assess institutional effectiveness is not substantiated. Indeed, the significant finding here is that nether enrollment size, regional accreditation associations nor geographic setting is related to responses on this subject. Perhaps it is too early for these patterns to have formed with respect to use, but there is generally no pattern found in relation to importance ratings nor the question asking respondents to evaluate the priority that will be given these measures in the future. To date, none of these institutional attributes has significantly reduced diversity of thought and practice in the process of assessing institutional effectiveness.

Section IV

Relationship of Having an Assessment Coordinator to Using Student Outcomes Measures to Assess Institutional Effectiveness

Introduction

This is the final "special focus" section, and it examines the question of whether attitudes about, and perceptions, practices and patterns of using student outcomes measures to assess institutional effectiveness at institutions having a designated director or coordinator of assessment differ from those at institutions that have no such person or position. Institutions that have specified a person or position to be responsible for assessing institutional effectiveness and, perhaps, the same person or another to assess student outcomes such as those examined in the questionnaire are likely to use more of the outcomes, place higher priority on their use, rate the importance as greater, and to have integrated the measures into more of the standard activities and functions of the institution.

In order to test this assumption, responses to two questions were combined into a single variable that is coded for institutions that have a coordinator/director of assessment who is responsible for assessing institutional effectiveness, but no one specifically responsible for measures of student outcomes; institutions that have designated a person or persons responsible both for the assessment of institutional effectiveness and/or student outcomes; and institutions that have no coordinator or director for either purpose.

As previously reported in Section I, over half (55%) of the institutions in the survey have a coordinator of assessment responsible for assessing institutional effectiveness, two-thirds of those (68%) are also responsible for assessing student outcomes. In fact, only slightly more than a quarter (27%) of the institutions that have a coordinator or director responsible for assessing student outcomes have given that responsibility to a person other than the one in charge of assessing institutional effectiveness. Here is how that information translates into the new variable created for this analysis:

> Fifty-one percent of the institutions (344) have both assessment responsibilities (whether the same or different persons), 9 percent have designated an assessment coordinator for institutional effectiveness only, and 40% have neither (or did not respond).

Importance of Student Outcomes

The now familiar index of importance scores is analyzed first. It appears that perceived importance (see Table 25) for the items included in each set of outcomes measures does *not* vary according to whether institutions have an assessment coordinator. Student satisfaction outcomes are an exception to this, however, and institutions that have designated someone to be responsible for both assessment of institutional effectiveness and student outcomes are those with the highest importance scores, on average, given to student satisfaction outcomes.

Interestingly, the average importance score is exactly the same for student learning outcomes regardless of whether institutions have a coordinator of assessment for both institutional effectiveness and student outcomes, institutional effectiveness only, or no coordinator at all. There is only slight difference in the average importance scores for academic progress and employment outcomes as well.

Use of Student Outcomes

Just as has been the case in previous analyses, importance scores show little or no relationship, but average use scores are significantly different, depending upon the presence and type of assessment coordinator the institution has appointed (see Table 26). For each type of outcomes measure the institutions that use the greatest number of items in the set, on average, have appointed a coordinator both for assessing institutional effectiveness and for assessing student outcomes. These institutions average using about twice as many student learning skills measures as those with no coordinator. For each outcomes type, the real difference in use rates is for institutions that have assigned both responsibilities; those with a coordinator of institutional effectiveness only have an average use rate about equal that of institutions with no assessment coordinator at all.

Current and Future Priority of Outcomes

For each type of student outcomes, institutions having designated someone to perform both assessment functions in questions are those from which institutions assigning highest priority and those assigning high priority are most like to come. And the rate of non-use is highest for institutions with no coordinator, no matter which outcome type is examined (see Tables 27-29).

The statistics reported in Tables 27-29 show a significant, but rather low, relationship between the coordinator variable and current priorities associated with each outcomes set. This is not the case for the relationship with future priorities to be associated with the various outcomes measures studied here.

As can be seen in Tables 30-32, the relationship between future priorities expected for the outcomes measures and assignments of assessment responsibilities is statistically significant only for student satisfaction outcomes. To the extent that any patten or systematic relationship can be observed, there is no immediately obvious explanation for that. For example, respondents from institutions that have no coordinator of assessments are *more* likely to anticipate that priorities in the future will be highest than respondents where there *is* an assessment coordinator for institutional effectiveness. For both academic progress and employment outcomes and student learning skills outcomes, institutions having assigned both assessment roles have the lowest rate of respondents expecting high priority to be associated with these outcomes of any of the three assessment coordinator configurations examined here. The percentage expecting high priority is the near future for student satisfaction outcomes is still higher for those institutions that have no assessment coordinator than for those having both a coordinator of assessment for student outcomes and for assessing institutional effectiveness.

Satisfaction With Use of Outcomes

Respondents were asked to rate the level of satisfaction at their college with how measures of the three types of student outcomes as used for assessing institutional effectiveness. This provides another summary measure of attitudes about the use of these outcomes, and it seems likely that the satisfaction level will vary according to whether the institution has no coordinator of assessment, a coordinator of assessments of institutional effectiveness only, or a coordinator of assessments of institutional effectiveness and student outcomes.

The results are presented for the three outcomes types in Tables 33-35. The coordinator variable is significantly related to satisfaction with the use of each of the three kinds of student outcomes, and the relationship is especially clear with both academic progress and employment outcomes and student satisfaction outcomes. Just as one would expect, institutions with no coordinator are almost twice as likely to experience low and very low satisfaction with the use of student outcomes for assessing institutional effectiveness than those with a designated coordinator(s) for both types of assessment. And, institutions having a coordinator both of assessing institutional effectiveness and student outcomes are nearly twice as likely to experience very high satisfaction with the use of the assessments. This difference is much less sharp for student learning skills outcomes.

Overall Rating of Effort and Effectiveness of Assessment

The last items on the questionnaire ask the respondents to rate the overall effort of their institution with respect to using student outcomes measures for assessing institutional effectiveness and to also rate the effectiveness of that effort. These ratings are reported in Part I. In this final analysis section of the report, these ratings will be examined in relation to the assignment of assessment coordinator responsibilities.

As with the satisfaction ratings just discussed, the expectation is that both effort and effectiveness will be more highly rated at institutions having designated a person(s) to direct assessment of both institutional effectiveness and student outcomes. The results reported in Tables 36 and 37 verify this expectation, but with a slight twist.

It would seem likely that institutional effort is less closely related to the assessment coordinator assignments or lack thereof than effectiveness. Institutions can exert great effort aimed at various activities and goals but the effectiveness of that effort may not be great. Particularly if there is no one to direct and coordinate the effort, one would expect the effectiveness to be low. But, the results point to a stronger relationship between the rating of institutional effort and the assessment coordinator assignment pattern than between coordinator and the effectiveness rating.

Respondents from institutions having a coordinator(s) of both assessment of institutional effectiveness and of student outcomes are more than twice as likely to rate their institutional assessment effort to be good or excellent as those with no coordinator. And, respondents from institutions having assigned neither assessment responsibility examined here are almost three times more likely to give a poor or very poor effort rating than respondents where both assessment responsibilities are assigned. And, where assessment of both student outcomes and institutional effectiveness is assigned, effort ratings are more than twice as likely to be good or excellent. The same general pattern holds for the rating of effectiveness, but the magnitude of differences is not as great when effectiveness of the assessment effort is rated.

Summary

Responses were examined in this section according to whether the institution has appointed a coordinator responsible for assessment of both student outcomes and institutional effectiveness, a coordinator responsible for assessment of institutional effectiveness only, or no coordinator of assessment. Importance scores generally do not vary significantly with respect to the presence or type of assessment coordinator at an institution, but use scores do.

Of particular note is the fact that the difference for use scores is between institutions that have assigned both responsibilities versus those that have either no coordinator or a coordinator of institutional effectiveness only.

The current priority assigned to using each set of student outcomes measures is related to the assignment of assessment coordinator responsibilities. These relationships are fairly low, especially for student learning skills outcomes. Further, for each set of outcomes, non-user institutions account for a higher percentage of the "no coordinator" category than the other two assessment assignments examined.

No systematic relationship is found for future priorities and the assignment arrangement of assessment responsibilities.

Satisfaction with the use of these outcomes measures for assessing institutional effectiveness is related to whether an institution has assigned responsibility for assessing student outcomes and institutional effectiveness. The relationship is less when student learning skills outcomes are considered, however.

Finally, institutions with no coordinator of assessment of student outcomes or institutional effectiveness are far more likely to get a low rating for their effort than institutions having assigned responsibility for both. Conversely, those with both assessment responsibilities assigned are far more likely to give high ratings to their effort. A similar, but somewhat less dramatic, pattern is found for the relationship between the coordinator variable and the respondent's rating of the effectiveness of the institution's effort in using student outcomes to assess institutional effectiveness.

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APPENDIX A

A Survey of Student Outcome Measures
Used to Assess Institutional Effectiveness

Introduction

The purpose of the survey is to determine whether members of AACJC are using student outcomes measures in assessing institutional effectiveness, which measures are used, how they are being used, and the effect of this use.

While there are many different types of student outcomes to use in assessing institutional effectiveness, we have identified three for this survey: student academic progress and employment outcomes, student learning skills, and student satisfaction.

The survey has five sections, and we have found that it takes about 20-30 minutes to complete. Please look over the survey and familiarize yourself with the different sections before you start to mark your responses. You are given the opportunity to describe measures not covered by the survey that are used on your campus.

Your response to some items will vary according to the type of students you have in mind. We understand that no student body is totally homogeneous, but we ask that you think about your "typical" student population and respond with that student type in mind.

Now go to Section I

Section I: Student Academic Progress and Employment Outcomes Assessment

This section explores measures of student academic progress and employment outcomes to determine how these relate to assessing institutional effectiveness.

A. First, please **evaluate the importance** of each of these measures as an **indicator of institutional effectiveness: NOT** Important, **MODERATELY** Important, or **VERY** Important. You are asked to rate the importance even if your own institution does not use this measure. Then place a check in the space provided if your college uses this measure to assess its effectiveness.

	Level of Importance of Academic Progress and Employment Outcomes for Assessing Institutional Effectiveness			Used to Assess Instit. Effectv.
	Not Important	Moderately Important	Very Important	Check If Yes
1. Number of students who graduate with an associate degree.	4.0%	46.2%	49.0%	73.0%
2. Of those enrolled annually, the percentage of students who intend to complete the associate degree.	16.9	50.1	32.3	31.6
3. Of those enrolled annually, the percentage of students who intend to transfer after earning the associate degree.	19.6	46.8	32.3	34.1
4. Of those enrolled annually, the percentage of students who intend to transfer **without** earning the associate degree.	23.6	49.8	24.3	22.8
5. The percentage of transfer students who receive a bachelors degree.	18.2	40.9	37.9	23.6
6. The percentage of transfer students who do **not** receive a bachelors degree within a specified time period.	39.6	41.0	16.3	11.6
7. The percentage of students who complete their intended program or degree at your institution.	1.6	20.9	76.0	58.8
8. The percentage of students who do not complete their intended program or degree because they left for employment.	7.7	42.1	48.3	37.3
9. The percentage of students in an associate degree program that earn the degree in three years.	33.2	46.7	18.2	19.1
10. Grade point average of graduates.	9.9	54.7	39.3	23.0
11. Grade point average of students who transfer before completing a degree program.	23.0	51.4	23.3	19.0

	Level of Importance of Academic Progress and Employment Outcomes for Assessing Institutional Effectiveness			Used to Assess Instit. Effectv.
	Not Important	Moderately Important	Very Important	Check If Yes
12. Grade point average of graduates who transfer relative to native students at four-year institution.	16.3%	31.4%	50.4%	43.9%
13. Grade point average of students who transfer **without** a degree relative to native students of the four-year institution.	23.3	40.4	34.1	27.9
14. The percentage of graduates who find employment in their major/field of study.	2.5	11.6	84.3	70.4
15. The percentage of graduates who find employment **not** related to their major/field of study.	7.9	39.7	51.0	53.8
16. Employer satisfaction with job training/skills enhancement courses.	2.4	9.5	86.5	59.7
17. Employer satisfaction with graduates.	1.5	9.3	88.3	58.7
18. First job earnings.	16.0	57.6	24.6	34.5
19. Annual total income of graduates.	28.4	51.6	18.5	20.1
20. Change and stability of career goals.	27.9	55.6	15.1	9.2
21. Career advancement of alumni.	14.8	56.0	28.1	17.0

B. Please answer the following question(s) about the student academic progress and employment outcomes in the previous list. (Check all that apply.)

11.9% Student academic progress and employment outcomes are not assessed by this institution. (Go to question E on page 4.)

24.9 Student academic progress and employment outcomes are assessed, but they are not used to assess institutional effectiveness. (Go to Question C.)

61.0 Student academic progress and employment outcomes are measured and used to assess institutional effectiveness.

C. Next, please look back over this list of student academic progress and employment outcome data and select the item that is most important to assessing institutional effectiveness at your college today and the item that you believe will become the most important within the next 3-5 years. Just enter the number (1-21) of each item in the spaces provided.

For example: If employer satisfaction with graduates is the most important item in that list currently used for assessing institutional effectiveness at the college, enter 17 in the space.

The most important of these measures **currently** used to assess institutional effectiveness at this college:

1.	**Number of students who graduate with an associate degree.**	**9.3%**
2.	Of those enrolled annually, the percentage of students who intend to complete the associate degree.	0.4
3.	Of those enrolled annually, the percentage of students who intend to transfer after earning the associate degree.	1.3
4.	Of those enrolled annually, the percentage of students who intend to transfer **without** earning the associate degree.	0.3
5.	The percentage of transfer students who receive a bachelors degree.	1.5
7.	**The percentage of students who complete their intended program or degree at your institution.**	**14.5**
8.	The percentage of students who do not complete their intended program or degree because they left for employment.	0.4
9.	The percentage of students in an associate degree program that earn the degree in three years.	0.3
10.	Grade point average of graduates.	1.2
11.	Grade point average of students who transfer before completing a degree program.	0.3
12.	Grade point average of graduates who transfer relative to native students at four-year institution.	6.2
13.	Grade point average of students who transfer **without** a degree relative to native students of the four-year institution.	0.9
14.	**The percentage of graduates who find employment in their major/field of study.**	**26.5**
15.	The percentage of graduates who find employment **not** related to their major/field of study.	0.4
16.	Employer satisfaction with job training/skills enhancement courses.	3.4

17.	Employer satisfaction with graduates.	9.2
18.	First job earnings.	0.1
20.	Change and stability of career goals.	0.1
21.	Career advancement of alumni.	0.1
	Inappropriate	11.9
	No response	11.4

The most important of these measures that **will be** used to assess institutional effectiveness at this college within the next 3-5 years.

1.	Number of students who graduate with an associate degree.	2.8%
2.	Of those enrolled annually, the percentage of students who intend to complete the associate degree.	0.7
3.	Of those enrolled annually, the percentage of students who intend to transfer after earning the associate degree.	0.7
4.	Of those enrolled annually, the percentage of students who intend to transfer **without** earning the associate degree.	0.6
5.	The percentage of transfer students who receive a bachelors degree.	1.5
6.	The percentage of transfer students who do **not** receive a bachelors degree within a specified time period.	0.1
7.	**The percentage of students who complete their intended program or degree at your institution.**	**20.4**
8.	The percentage of students who do not complete their intended program or degree because they left for employment.	1.0
9.	The percentage of students in an associate degree program that earn the degree in three years.	0.7
10.	Grade point average of graduates.	0.3
11.	Grade point average of students who transfer before completing a degree program.	0.1
12.	Grade point average of graduates who transfer relative to native students at four-year institution.	2.5

13. Grade point average of students who transfer **without** a degree relative to native students of the four-year institution.	0.9
14. The percentage of graduates who find employment in their major/field of study.	**20.1**
15. The percentage of graduates who find employment **not** related to their major/field of study.	0.1
16. Employer satisfaction with job training/skills enhancement courses.	7.4
17. Employer satisfaction with graduates.	**14.2**
18. First job earnings.	0.1
20. Change and stability of career goals.	0.3
21. Career advancement of alumni.	1.0
Inappropriate	11.9
No response	12.2

D. Relative to other measures used by this college to assess institutional effectiveness, how important are student outcomes items such as those in this section? (Check one)

12.7% 1. These items are given far higher priority than any others.

54.4 2. These items are given high priority.

15.9 3. These items are just a part of the criteria used for assessing institutional effectiveness, but they are not high priority items.

0.6 4. Of the items used to assess institutional effectiveness, student progress and employment outcomes are least important and receive no priority whatsoever.

11.9 Inappropriate

4.6 No response

E. What do you expect the status of measures of outcome items such as those in this section to be during the next 3-5 years? (Check one)

25.0% 1. These items will be given far higher priority than any others in the next 3-5 years.

61.9 2. These items will be given high priority.

9.0 3. These items will just be a part of the criteria used for assessing institutional effectiveness, but they are not given high priority.

0.4	4.	Of the items used to assess institutional effectiveness during the next 3-5 years, this type of student outcome measures will be least important and receive no priority whatsoever.
3.5		No response

F. On the scale below, please rate the level of satisfaction at your college with how student academic progress and employment outcome measures are used there for assessing institutional effectiveness.

Satisfaction with the Use of Academic Progress and Employment Outcomes Measures for Assessing Institutional Effectiveness

3%	17.8%	44.6%	24.7%	3.4%
Very Low Satisfaction	Low	Medium Satisfaction	High	Very High Satisfaction

No response=6.5%

G. Are there other measures of student academic progress and employment outcomes that are used by your institution for assessing its effectiveness? If so, please identify those here. (Please attach additional sheets as needed and identify those as part of Section I.)

Continue with Section II

Section II: Student Learning Skills Assessment

This section focuses on measures of student academic skills as a type of student outcome that may be used to assess institutional effectiveness.

A. First, please **rate the importance** of each of these measures of student academic skills for assessing institutional effectiveness. Remember that the importance of these skills is as an outcome measure and not as an income assessment. You are asked to rate the importance even if your own institution does not use these measures. Then place a check in the space provided if your college does use this measure to assess its effectiveness.

	Level of Importance of Student Learning Skills Measures for Assessing Institutional Effectiveness			Used to Assess Instit. Effectv.
	Not Important	Moderately Important	Very Important	Check If Yes
Foundation Skills				
1. Reading Skills	1.2%	11.9%	86.1%	39.1%
2. Writing Skills	0.7	11.7	86.7	42.4
3. Oral Communication (speaking/listening) Skills	2.5	25.6	70.5	21.5
4. Study Skills	6.2	40.4	50.8	13.8
5. Arithmetic (computational) Skills	1.5	16.4	80.6	36.9
6. Mathematics Skills (algebra)	3.6	37.2	56.9	28.9
7. Advanced Mathematics Skills (trigonometry, calculus)	22.4	54.4	18.8	11.0
8. Computer Literacy	5.2	47.6	44.1	12.4
Process Skills				
9. Critical/Analytical Thinking Skills	2.1	19.3	77.0	16.0
10. Synthesis/Integration Skills	3.6	33.8	60.6	9.6
11. Self-Understanding Skills	5.6	44.3	48.3	8.1
12. Aesthetic Appreciation Skills	2.1	11.4	58.1	6.2
13. Social Responsibility Skills	7.4	44.6	45.6	7.9
14. Life-Long or Self-Directed Learning Skills	5.6	36.0	55.3	7.3
General Education/Field of Study Competency				
15. General Education Competency	1.6	23.3	72.0	25.5
16. Field of Study Competency	2.4	17.9	76.0	30.5

B. Please answer the following question(s) about the student learning skills in the list above. (Check all that apply.)

22.5%	Student learning skills are not assessed by this institution. (Go to question F.)
43.0	Student learning skills are assessed, but they are not used to assess institutional effectiveness. (Go to Question C.)
34.5	Student learning skills are measured and used to assess institutional effectiveness.

C. Next, we would like to know about the methods used at your institution to measure student learning skills and the type of instrument you use in collecting these measures.

For each student learning skill, please mark your response for Type of Assessment according to these instructions:

- If the skill is not measured, leave it blank.
- If the skill is measured and the measure is used to assess institutional effectiveness, write a **U** for **used** in that space.
- If the skill is measured, but not used in assessing institutional effectiveness, please place a check (   ) in the space.

Please check the Type(s) of Instrument(s) you use. If it is a national instrument, please identify it by name or title.

Measurement of Student Learning Skills

	Type of Assessment			Type of Instrument				
	Entry	Exit	Compare Entry to Exit	Nati-onal	Dis-trict/ State	Campus	Class-room	Name/Title if National Instrument
Foundation Skills:								
1. Reading Skills								
Measure	63.1%	19.3%	12.6%	33.5%	7.0%	16.6%	11.0%	16.6% = ASSET 10.7% = Nlsn-Dny
Use	14.4	10.7	6.4	2.4	1.8	2.4	1.9	
n	523	202	128	242	59	128	87	351
2. Writing Skills								
Measure	58.4%	21.5	11.6	22.4	7.3	25.2	14.8	13.3% = ASSET 4.1% = ACT
Use	14.4	11.9	6.5	1.2	1.5	2.5	2.4	
n	491	225	122	159	59	187	116	228

	Type of Assessment			Type of Instrument				
	Entry	Exit	Compare Entry to Exit	Nati-onal	Dis-trict/ State	Campus	Class-room	Name/Title if National Instrument
3. Oral Comm. Skills								
Measure	7.0	9.9	1.2	2.4	1.0	5.2	12.3	1.3% = ASSET
Use	2.7	3.6	1.3	0.3	0.1	1.0	1.8	
n	65	91	17	18	8	42	95	22
4. Study Skills								
Measure	11.3	5.2	1.9	4.0	0.9	5.5	7.7	2.5% = ASSET
Use	3.0	1.3	0.9	0.1	0.3	0.6	1.0	
n	96	44	19	28	8	41	59	38
5. Arithmetic Skills								
Measure	56.6	16.9	9.2	21.3	6.7	21.3	11.7	15.6% = ASSET
Use	13.0	8.9	5.3	1.5	1.2	2.4	1.6	
n	470	74	98	154	53	160	90	44
6. Mathematic Skills								
Measure	57.3	18.5	9.5	20.4	7.3	22.2	12.0	14.2% = ASSET
Use	12.9	9.0	5.2	1.6	1.5	2.2	1.6	
n	474	186	99	149	59	165	92	42
7. Adv. Math Skills								
Measure	27.0	10.1	3.4	9.8	2.8	11.4	10.1	8.1% = ASSET
Use	5.0	3.9	1.8	1.2	0.3	1.0	1.0	
n	216	94	35	74	21	84	75	110
8. Computer Literacy								
Measure	4.3	8.0	0.9	0.9	0.4	5.2	10.4	0.3% = ASSET
Use	1.2	2.7	0.3	3.6	0.1	0.4	1.2	
n	37	72	8	6	4	38	78	6
Process Skills								
9. Critical/Analytical Thinking Skills								
Measure	5.6	9.3	1.5	3.7	0.9	3.4	10.8	2.0% = COMP
Use	2.2	3.9	1.2	0.7	3.6	0.3	0.9	
n	53	89	18	30	6	25,	79	39
10. Synthesis/Integration Skills								
Measure	3.6	6.5	0.9	1.6	0.6	2.2	9.3	2.0% = COMP
Use	1.6	3.1	1.2	0.6	3.6	0.3	0.7	
n	35	65	14	15	4	17	68	39

	Type of Assessment			Type of Instrument				
	Entry	Exit	Compare Entry to Exit	National	District/State	Campus	Classroom	Name/Title if National Instrument
11. Self-Understanding Skills								
Measure	4.3	5.3	0.6	1.9	0.4	2.4	7.1	1.4% = COMP
Use	0.9	1.5	0.7	0.3	3.6	3.6	0.7	
n	35	46	9	15	3	16	53	18
12. Aesthetic Appreciation Skills								
Measure	2.1	4.7	0.6	1.2	0	1.2	6.5	0.9% = COMP
Use	0.6	1.9	0.6	0.3		0.3	0.4	
n	18	45	8	10	0	10	47	14
13. Social Responsibility Skills								
Measure	2.5	4.9	0.7	1.5	0	1.9	5.9	1.0% = COMP
Use	0.7	1.6	0.6	0.3		0.1	0.7	
n	22	44	9	12	0	14	45	17
14. Life-Long/Self-Directed Learning Skills								
Measure	2.1	3.6	0.3	0.7	0.1	2.1	6.1	0.4% = COMP
Use	0.3	1.3	0.4	0.1	0.1	3.6	0.6	
n	16	33	5	6	2	14	45	7
General Education/Field of Study Competency								
15. General Education Competency								
Measure	8.9	11.7	2.4	4.9	2.1	5.6	10.8	3.4% = COMP
Use	3.4	6.5	2.1	0.9	0.4	1.3	1.0	
n	83	123	30	39	17	47.	80	58
16. Field of Study Competency								
Measure	5.5	16.1	1.6	6.4	6.8	7.9	15.1	1.6% = NLN
Use	1.9	7.6	1.6	1.0	1.5	1.3	1.0	
n	50	160	22	50	56	62	109	29

Type of Student Learning Skills Assessment Results from Multiple Response Analysis

	Entry	Exit	Comparison	Total # of Inst	Total # of Responses
Foundation Skills:					
1. Reading Skills	61.3%*	23.7%	15.0%	532	853
2. Writing Skills	58.6	26.8	14.6	512	838
3. Oral Comm. Skills	37.6	52.6	9.8	130	173
4. Study Skills	60.4	27.7	11.9	116	159
5. Arithmetic Skills	63.3	23.5	13.2	484	742
6. Mathematic Skills	62.5	24.5	13.0	494	759
7. Adv. Math Skills	62.6	27.2	10.1	249	345
8. Computer Literacy	31.6	61.5	6.8	94	117
Process Skills					
9. Critical/Analytical Thinking Skills	33.1	55.6	11.3	120	160
10. Synthesis/Integration Skills	30.7	57.0	12.3	84	114
11. Self-Understanding Skills	38.9	51.1	10.0	72	90
12. Aesthetic Appreciation Skills	25.4	63.4	11.3	54	71
13. Social Responsibility Skills	29.3	58.7	12.0	56	75
14. Life-Long/Self-Directed Learning Skills	29.6	61.1	9.3	46	54
General Education/Field of Study Competency					
15. General Education Competency	35.2	52.1	12.7	167	236
16. Field of Study Competency	21.6	69.0	9.5	189	232

*% is computed as number checking "entry", for example, divided by the total number of responses given for a particular skill area.

% of Institutions Using Instruments To Assess Student Learning Skills

	ASSET	ACT	CAAP	COMP	CEEB	STATE	AAPPCC	MAPS	OTHER	INSTITUTIONS
Foundation Skills:										
1. Reading Skills	32%	8%	1%	1%	6%	7%	6%	5%	34%[1]	351
2. Writing Skills	40	12	2	1	8	7	8	6	16	228
3. Oral Comm. Skills	41	18	5	9	5	5	5	5	7	22
4. Study Skills	45	13	0	0	3	0	11	5	23	38
5. Arithmetic Skills	43	12	1	1	7	7	7	7	15	244
6. Mathematic Skills	40	14	2	1	10	7	7	6	13	242
7. Adv. Math Skills	50	13	1	0	7	3	5	6	15	110
8. Computer Literacy	33	0	0	0	0	33	0	16	16	6
Process Skills										
9. Critical/Analytical Thinking Skills	10	15	13	18	10	5	3	3	23	39
10. Synthesis/Integration Skills	17	28	0	28	6	6	6	6	4	18
11. Self-Understanding Skills	6	22	0	17	0	0	6	0	50[2]	18
12. Aesthetic Appreciation Skills	14	36	0	43	0	0	0	0	7	14
13. Social Responsibility Skills	12	29	0	41	0	0	0	0	18	17
14. Life-Long/Self-Directed Learning Skills	14	43	0	14	0	0	0	0	29	7

% of Institutions Using Instruments To Assess Student Learning Skills

General Education/Field of Study Competency	ASSET	ACT	CAAP	COMP	CEEB	STATE	AAPPCC	MAPS	OTHER	INSTITUTIONS
15. General Education Competency	7	29	3	24	10	2	3	2	20	58
16. Field of Study Competency	0	10	0	0	0	0	3	0	86[3]	29

[1] 21% of these use Nelson-Denny

[2] 22% of these use Myer-Briggs

[3] 38% of these use the NLN (Nurse Licensure)

D. Next, please look back over this list of student learning skills and select the measure that is most important to assessing institutional effectiveness at your college today and the measure that you believe will become the most important within the next 3-5 years.

For example: If a measure of oral communication skills is the most important measure in this list currently used for assessing institutional effectiveness at your college, enter 3 in the space.

________ Most important of these measures **currently** used to assess institutional effectiveness at this college.

Foundation Skills:	
1. Reading Skills	**17.9%**
2. Writing Skills	**10.8**
3. Oral Comm. Skills	0.1
5. Arithmetic Skills	0.4
6. Mathematic Skills	0.7
8. Computer Literacy	0.1
Process Skills	
9. Critical/Analytical Thinking Skills	0.4
10. Synthesis/Integration Skills	0.1
13. Social Responsibility Skills	0.1
14. Life-Long/Self-Directed Learning Skills	0.4
General Education/Field of Study Competency	
15. General Education Competency	**6.4**
16. Field of Study Competency	**13.4**
Inappropriate	22.5
No response	26.2

________ **Will be** the most important of these measures used to assess institutional effectiveness at this college within the next 3-5 years.

Foundation Skills:	
1. Reading Skills	**10.2%**
2. Writing Skills	**6.7**
3. Oral Comm. Skills	0.7

5. Arithmetic Skills	0.3
6. Mathematic Skills	0.6
7. Adv. Math Skills	0.1
8. Computer Literacy	1.5
Process Skills	
9. Critical/Analytical Thinking Skills	**7.6**
10. Synthesis/Integration Skills	0.9
11. Self-Understanding Skills	0.1
13 Social Responsibility Skills	0.3
14. Life-Long/Self-Directed Learning Skills	2.8
General Education/Field of Study Competency	
15. General Education Competency	**15.3**
16. Field of Study Competency	**12.5**
Inappropriate	22.5
No response	17.8

E. Relative to other measures used by this college to assess institutional effectiveness, how important are student learning skills items such as those in this section? (Check one)

10.2% 1. These items are given far higher priority than any others.

37.8 2. These items are given high priority.

17.5 3. These items are just a part of the criteria used for assessing institutional effectiveness, but they are not high priority items.

3.7 4. Of the items used to assess institutional effectiveness, student learning skills outcomes are least important and receive no priority whatsoever.

22.5 Inappropriate

8.3 No response

F. What do you expect the status of these measures in this section to be during the next 3-5 years? (Check one)

29.0% 1. These items will be given far higher priority than any others in the next 3-5 years.

54.1 2. These items will be given high priority.

11.1 3. These items will just be a part of the criteria used for assessing institutional effectiveness, but they are not given high priority.

0.6 4. Of the items used to assess institutional effectiveness during the next 3-5 years, this type of student outcome measures will be least important and receive no priority whatsoever.

5.2 No response

G. On the scale below, please rate the level of satisfaction at your college with how measures of student learning skills are used there for assessing institutional effectiveness.

Satisfaction with the Use of Student Learning Skills Measures for Assessing Institutional Effectiveness

9.6%	**29.0%**	**33.9%**	**15.3%**	**0.9%**
Very Low Satisfaction	**Low**	**Medium Satisfaction**	**High**	**Very High Satisfaction**

(No Response = 11.3%)

H. Are there other measures of student learning skills that are used by your institution for assessing its effectiveness? If so, please identify those here. (Please attach additional sheets as needed and identify those as part of Section II.)

Now go to Section III

Section III: Student Satisfaction

In this section, we ask for information about how measures of student satisfaction are used in assessing institutional effectiveness.

A. Please evaluate how important it is to include information on student satisfaction with certain attributes of the institution in an assessment of institutional effectiveness. Circle the number that most accurately reflects the level of importance associated with each item of information in general--even if your institution does not include this in its assessment of effectiveness. Then place a check in the space provided if your college does use this measure to assess its effectiveness.

		Level of Importance of Student Satisfaction Measures for Assessing Institutional Effectiveness			Used To Measure Instit. Effectv.
		Not Important	Moderately Important	Very Important	Check If Yes
1.	Student Satisfaction with curriculum offerings in general, e.g. variety, quality, content, availability, class size	0.7%	23.0%	75.0%	51.0%
2.	Student satisfaction with courses in major area of study, e.g. variety, quality, content.	1.2	16.9	80.4	49.6
3.	Student satisfaction with academic support services, e.g. tutoring/learning centers, remedial courses, special counseling.	0.9	25.9	72.0	52.1
4.	Student satisfaction with faculty, e.g. quality, attitude toward students, availability.	0.4	15.4	83.0	58.7
5.	Student satisfaction with academic advising, e.g. quality, content, availability of advisor.	1.3	27.1	70.4	47.7
6.	Student satisfaction with facilities, e.g. dormitories, classrooms, campus grounds	8.1	57.9	31.0	33.8
7.	Student satisfaction with services and service facilities, e.g. recreational, book store, parking, cafeteria, student union/commons, campus housing, student health, library.	4.1	57.0	37.2	40.6
8.	Student satisfaction with official procedures, e.g., admissions process, class registration, bill/fee payment, declaring/changing major of study, applying for/receiving financial aid.	2.7	45.6	50.4	42.1
9.	Student satisfaction with career planning/skills enhancement, e.g. preparation for chosen occupation/job training, job skills enhancement.	1.5	36.1	60.6	40.0

	Level of Importance of Student Satisfaction Measures for Assessing Institutional Effectiveness			Used To Measure Instit. Effectv.
	Not Important	Moderately Important	Very Important	Check If Yes
10. Student satisfaction with campus conditions in general, e.g. security and safety, racial harmony.	3.3%	52.4%	41.9%	26.5%
11. Student satisfaction with student development, e.g. student role in governance, availability and variety of extracurricular activities.	5.8	59.4	32.6	32.3

B. Please answer the following question(s) about the student satisfaction items in the previous list. (Check all that apply.)

18.4% Student satisfaction is not assessed by this institution. (Go to question E.)
25.5 Student satisfaction is assessed, but the information is not used to assess institutional effectiveness. (Go to Question C.)
55.5 Student satisfaction is measured and used to assess institutional effectiveness.

C. Next, please look back over this list of student satisfaction information and select the item that is most important to assessing institutional effectiveness at your college today and the item that you believe will become the most important within the next 3-5 years. Just enter the number (1-11) of each item in the spaces provided.

For example: If student satisfaction with faculty is the most important item in that list currently used for assessing institutional effectiveness at the college, enter 4 in the space.

Item #

_________ Most important of these measures **currently** used to assess institutional effectiveness at this college.

1. Student Satisfaction with curriculum offerings in general, e.g. variety, quality, content, availability, class size	27.6%
2. Student satisfaction with courses in major area of study, e.g. variety, quality, content.	12.9
3. Student satisfaction with academic support services, e.g. tutoring/learning centers, remedial courses, special counseling.	1.0

4.	**Student satisfaction with faculty, e.g. quality, attitude toward students, availability.**	**21.6**
5.	Student satisfaction with academic advising, e.g. quality, content, availability of advisor.	1.2
6.	Student satisfaction with facilities, e.g. dormitories, classrooms, campus grounds	0.1
7.	Student satisfaction with services and service facilities, e.g. recreational, book store, parking, cafeteria, student union/commons, campus housing, student health, library.	0.3
8.	Student satisfaction with official procedures, e.g., admissions process, class registration, bill/fee payment, declaring/changing major of study, applying for/receiving financial aid.	1.5
9.	Student satisfaction with career planning/skills enhancement, e.g. preparation for chosen occupation/job training, job skills enhancement.	2.8
10.	Student satisfaction with campus conditions in general, e.g. security and safety, racial harmony.	0.3
	Inappropriate	18.4
	No Response	12.3

________ Item that will be the most important of these measures used to assess institutional effectiveness at this college within the next 3-5 years.

1.	**Student Satisfaction with curriculum offerings in general, e.g. variety, quality, content, availability, class size**	**27.7%**
2.	**Student satisfaction with courses in major area of study, e.g. variety, quality, content.**	**14.8**
3.	Student satisfaction with academic support services, e.g. tutoring/learning centers, remedial courses, special counseling.	4.3
4.	**Student satisfaction with faculty, e.g. quality, attitude toward students, availability.**	**13.0**
5.	Student satisfaction with academic advising, e.g. quality, content, availability of advisor.	2.1
6.	Student satisfaction with facilities, e.g. dormitories, classrooms, campus grounds	0.1

7. Student satisfaction with services and service facilities, e.g. recreational, book store, parking, cafeteria, student union/commons, campus housing, student health, library.	0.4
8. Student satisfaction with official procedures, e.g., admissions process, class registration, bill/fee payment, declaring/changing major of study, applying for/receiving financial aid.	0.3
9. Student satisfaction with career planning/skills enhancement, e.g. preparation for chosen occupation/job training, job skills enhancement.	5.0
10. Student satisfaction with campus conditions in general, e.g. security and safety, racial harmony.	0.1
11. Student satisfaction with student development, e.g. student role in governance, availability and variety of extracurricular activities.	0.4
Inappropriate	18.4
No response	13.1

D. Relative to other measures used by this college to assess institutional effectiveness, how important are student satisfaction items such as those in this section? (Check one)

10.5% 1. These items are given far higher priority than any others.

48.3 2. These items are given high priority.

16.3 3. These items are just a part of the criteria used for assessing institutional effectiveness, but they are not high priority items.

1.5 4. Of the items used to assess institutional effectiveness, student satisfaction measures are least important and receive no priority whatsoever.

18.4 Inappropriate
5.0 No Response

E. What do you expect the status of measures such as those in this section to be during the next 3-5 years? (Check one)

16.3% 1. These items will be given far higher priority than any others in the next 3-5 years.

67.0 2. These items will be given high priority.

12.6 3. These items will just be a part of the criteria used for assessing institutional effectiveness, but they are not given high priority.

0.3 4. Of the items used to assess institutional effectiveness during the next 3-5 years, this type of student satisfaction measure will be least important and receive no priority whatsoever.

3.8 No Response

F. On the scale below, please rate the level of satisfaction at your college with how these measures of student satisfaction are used there for assessing institutional effectiveness.

Satisfaction with the Use of Student Satisfaction Measures for Assessing Institutional Effectiveness

5.5%	17.2%	37.3%	28.4%	3.0%
Very Low Satisfaction	Low	Medium Satisfaction	High	Very High Satisfaction

(8.6% No Response)

G. Are there other student attitudinal data that are used by your institution for assessing its effectivenes? If so, please identify those here. (If you need more space, please attach additional sheets and identify those as part of Section III.)

Now go to Section IV

Section IV: Uses of Outcomes Assessment Information

This section explores how your institution uses the various types of student outcomes information. We are assuming that the assessment of institutional effectiveness has a feedback effect so that various procedures and functions of the institution are impacted as a result of the assessment process.

A. The following list includes typical activities and functions of institutions such as yours, and we want to know the types of student outcomes information--if any--used in each of those activities or functions.
Your response to Question B in the three previous sections is critical. Please make certain that you have marked your response to question B on pages 3, 6, and 11.

Place a check in the space if your institution uses the type of student outcomes measure in that column for the activity or function in this list.

	Academic Progress and Employment Outcomes	Student Learning Skills	Student Satisfaction
1. Curriculum development	71.1%	44.1%	41.0%
2. Create new positions	37.8	21.0	13.8
3. Course placement	33.0	52.6	15.6
4. Course offerings	58.4	41.0	45.6
5. Faculty development	43.9	31.1	32.9
6. Faculty incentives	20.4	9.5	14.2
7. Development of appropriate teaching/learning strategies	44.4	49.6	36.4
8. Funding purposes	40.4	22.1	16.6
9. Accountability requirements	52.3	29.3	29.2
10 Marketing	53.9	22.1	54.7
11. Improve academic advising/ counseling	42.2	37.5	62.4
12. Alternative instructional delivery modes (TV sites, PI/CAI)	23.6	21.8	27.0
13. Admissions procedures	21.8	21.5	52.6
14. Scheduling of courses	33.5	24.1	58.2
15. Resource allocation	47.0	30.7	20.7
16. Reporting (state and federal funding)	50.4	23.6	15.3

	Academic Progress and Employment Outcomes	Student Learning Skills	Student Satisfaction
17. Institutional planning, in general	72.0	48.7	55.9
18. Accreditation studies/reports	74.8	52.4	58.1
19. Student development	29.5	39.9	51.0
20. Services to "at risk" students	39.0	63.3	37.6
21. Promoting access to education	36.3	35.7	37.6
22. Economic and human resource development	36.1	19.4	16.6
23. Collaborations with secondary schools	45.6	38.7	26.7
24. Collaborations with other post-secondary institutions	53.0	29.2	24.0
25. Collaborations with business, industry, and government	67.0	29.9	27.3

Frequency Distribution for the Number of
Activities and Functions Impacted
Student Outcomes Measures and Functions

	% Institutions Using Outcomes:		
# Activities or Functions	Academic Progress and Employment Outcomes	Student Learning Skills	Student Satisfaction
0	11.4%	18.7%	15.4
1	2.1	4.7	3.0
2	1.6	3.4	4.4
3	3.6	4.4	3.7
4	2.4	4.9	2.7
5	2.1	4.9	4.7
6	4.7	4.1	6.5
7	4.6	4.3	4.4
8	3.0	5.9	5.3
9	4.6	3.4	5.6
10	6.2	4.3	5.3
11	4.6	4.1	5.3

	% Institutions Using Outcomes:		
# Activities or Functions	Academic Progress and Employment Outcomes	Student Learning Skills	Student Satisfaction
12	5.3	3.9	5.2
13	3.0	5.3	3.9
14	4.1	2.2	3.7
15	5.3	3.6	4.6
16	6.1	2.7	3.7
17	4.1	2.7	2.7
18	3.0	1.3	1.9
19	3.0	2.2	2.1
20	4.3	1.8	1.5
21	2.8	2.7	1.5
22	2.7	2.1	0.9
23	1.6	0.9	0.9
24	2.2	0.6	0.4
25	1.6	0.9	0.6
Mean 11.3	8.4	8.7	
Median 11.0	8.0	8.0	
Standard Deviation	7.1	6.9	6.4

Frequency Distribution for the Number of Outcomes Measures Impacting Activities and Functions

	% Institutions Using:			
	None of Outcomes	One Set Outcomes	Two Sets Outcomes	All Three Outcomes
1. Curriculum development	17.6%	32.6%	25.6%	24.1%
2. Create new positions	52.7	28.1	12.9	6.2
3. Course placement	29.9	45.8	17.5	6.8
4. Course offerings	23.3	30.4	24.4	21.9
5. Faculty development	36.3	33.3	16.6	13.8

	% Institutions Using:			
	None of Outcomes	One Set Outcomes	Two Sets Outcomes	All Three Outcomes
6. Faculty incentives	72.0	16.3	7.3	4.4
7. Development of appropriate teaching/learning strategies	31.0	28.1	20.3	20.6
8. Funding purposes	54.7	22.2	12.4	10.7
9. Accountability requirements	42.2	28.3	16.0	18.5
10 Marketing	27.7	30.7	24.9	16.7
11. Improve academic advising/ counseling	23.1	32.9	22.8	21.2
12. Alternative instructional delivery modes (TV sites, PI/CAI)	56.9	22.2	12.6	8.3
13. Admissions procedures	33.0	46.2	12.6	8.0
14. Scheduling of courses	28.3	41.0	17.2	13.5
15. Resource allocation	44.4	26.8	14.7	14.1
16. Reporting (state and federal funding)	46.4	28.6	14.5	10.5
17. Institutional planning, in general	23.0	19.0	16.6	41.5
18. Accreditation studies/reports	21.3	16.1	18.4	44.1
19. Student development	35.4	28.1	17.2	19.3
20. Services to "at risk" students	23.3	32.7	24.9	19.1
21. Promoting access to education	42.1	24.9	14.4	18.7
22. Economic and human resource development	58.7	21.5	8.9	11.0
23. Collaborations with secondary schools	37.2	29.0	19.4	14.4
24. Collaborations with other post-secondary institutions	37.3	33.0	15.7	13.9
25. Collaborations with business, industry, and government	28.1	36.3	18.8	16.7

B. From the previous list of 25 activities and functions, please select the ones that stand out at your institution as having been most affected by the use of student outcomes measures. Write the item number(s) in the space provided. Also identify the type(s) of student outcomes measure (Academic Progress and Employment Outcomes, Student Learning Skills, and Student Satisfaction) associated with this activity or function.

	% Mentioning First	% Mentioning Second	% Mentioning Third
1. Curriculum development	27.9%	5.8%	3.4%
2. Create new positions	0.7	1.8	0.0
3. Course placement	6.8	4.3	0.7
4. Course offerings	6.2	8.9	4.1
5. Faculty development	1.5	3.6	1.5
6. Faculty incentives	0.3	0.1	0.0
7. Development of appropriate teaching/learning strategies	3.6	4.3	3.3
8. Funding purposes	1.8	1.5	1.2
9. Accountability requirements	3.4	3.0	1.3
10 Marketing	3.4	4.0	3.6
11. Improve academic advising/ counseling	3.1	6.1	4.3
12. Alternative instructional delivery modes (TV sites, PI/CAI)	0.1	0.7	0.4
13. Admissions procedures	0.4	1.6	1.5
14. Scheduling of courses	1.0	2.7	3.4
15. Resource allocation	1.6	1.9	2.7
16. Reporting (state and federal funding)	1.0	2.5	2.2
17. Institutional planning, in general	6.2	5.9	9.2
18. Accreditation studies/reports	3.1	5.0	5.9
19. Student development	0.6	0.7	2.4
20. Services to "at risk" students	1.5	2.7	5.8
21. Promoting access to education	0.9	0.7	1.6
22. Economic and human resource development	0.6	0.4	0.3
23. Collaborations with secondary schools	0.0	0.6	1.9
24. Collaborations with other post-secondary institutions	0.7	1.0	1.3
25. Collaborations with business, industry, and government	0.7	2.2	4.6
Average			

Question B continued

Order of Response	Academic Progress and Employment Outcomes	Student Learning Skills	Student Satisfaction
1st item mentioned	44.9%	29.5%	28.6%
2nd item mentioned	42.5	28.0	28.0
3rd item mentioned	38.5	27.0	29.3

PLEASE TURN TO THE NEXT PAGE FOR THE TABLE REPORTING
MULTIPLE RESPONSE FREQUENCIES

C. What do you anticipate for the next 3-5 years? Which activities and functions will be most affected by the use of student outcomes measures at your institution?

	% Mentioning First	% Mentioning Second	% Mentioning Third
1. Curriculum development	24.4%	5.9%	5.0%
2. Create new positions	0.7	1.6	0.1
3. Course placement	1.9	2.4	0.7
4. Course offerings	3.4	5.2	2.2
5. Faculty development	2.7	5.2	2.2
6. Faculty incentives	0.1	0.1	0.4
7. Development of appropriate teaching/learning strategies	5.9	5.2	4.9
8. Funding purposes	2.7	1.5	1.2
9. Accountability requirements	4.7	4.4	4.4
10. Marketing	2.7	3.7	3.9
11. Improve academic advising/ counseling	1.8	4.3	3.7
12. Alternative instructional delivery modes (TV sites, PI/CAI)	0.3	0.7	1.2
13. Admissions procedures	0.3	0.7	0.6
14. Scheduling of courses	0.6	2.4	1.5
15. Resource allocation	2.5	3.6	3.3
16. Reporting (state and federal funding)	1.2	1.6	1.6
17. Institutional planning, in general	10.1	6.8	9.0

MULTIPLE RESPONSE FREQUENCIES FOR PATTERNS OF OUTCOMES: FUTURE EXPECTATIONS FOR MOST AFFECTED ACTIVITIES BY OUTCOMES MEASURES AFFECTING THEM

Outcomes Measures Use Pattern	Currclr Dvlpmnt	Course Plcmnt	Course Offrngs	Tching Strtgs	Accntblty Rqrmnts	Acad. Advsng	Course Schdlng	Inst Plnng	Accrdt Stndrds	"At Risk" Stndnts	Srvc to Bsnss	All Othrs
AP & EO Only (n = 902; 29.9%)	29.7%	30.3%	32.6%	28.1%	30.5%	20.4%	10.9%	22.2%	26.4%	26.7%	45.3%	34.1%
SLS Only (n = 279; 9.3%)	9.2	25.8	9.4	8.9	5.6	10.9	3.1	5.1	7.1	17.8	9.4	9.2
SS Only (n = 303; 10.1%)	9.8	7.6	13.0	4.5	5.6	17.5	34.4	7.6	2.9	10.4	7.9	12.1
Both AP & EO and SLS (n = 189; 6.3%)	7.0	6.1	3.6	10.3	9.0	2.9	4.7	5.4	6.4	7.4	7.2	5.7
Both AP & EO and SS (n = 165; 5.5%)	4.9	9.1	3.6	4.5	6.2	6.6	7.8	4.9	7.9	6.7	6.5	5.4
Both SLS and SS (n = 93; 3.1%)	2.1	3.0	4.3	5.8	1.7	8.8	7.8	4.3	1.4	2.2	1.4	2.0
All three outcomes measures (n = 1083; 35.9%)	37.3	18.2	33.3	37.9	41.2	32.8	31.3	50.4	47.9	28.9	22.3	31.5
Number of Responses (n = 3014; 100%)	512 17.0%	66 2.2%	138 4.6%	224 7.4%	177 5.9%	137 4.5%	64 2.1%	369 12.2%	140 4.6%	135 4.5%	139 4.6%	841 27.9%

	% Mentioning First	% Mentioning Second	% Mentioning Third
18. Accreditation studies/reports	2.4	3.6	3.9
19. Student development	0.9	1.5	1.9
20. Services to "at risk" students	1.6	3.0	4.6
21. Promoting access to education	1.0	1.2	1.3
22. Economic and human resource development	1.0	1.5	1.5
23. Collaborations with secondary schools	0.7	0.9	2.2
24. Collaborations with other post-secondary institutions	0.4	0.9	1.3
25. Collaborations with business, industry, and government	1.8	3.0	5.2
Average			

Question C continued

Order of Response	Academic Progress and Employment Outcomes	Student Learning Skills	Student Satisfaction
1st item mentioned	41.6%	31.4%	27.4%
2nd item mentioned	37.8	30.1	25.9
3rd item mentioned	36.3	27.6	27.9

**PLEASE TURN TO THE NEXT PAGE
FOR THE TABLE REPORTING MULTIPLE RESPONSE FREQUENCIES**

D. If we have omitted some activities and functions at your institution that have been effected by the use of student outcomes measures, please identify those in the space below and provide a brief description. (If more space is needed, attach additional sheets, and identify them as Section IV.)

Please Continue with the Final Section

MULTIPLE RESPONSE FREQUENCIES FOR PATTERNS OF OUTCOMES: FUTURE EXPECTATIONS FOR MOST AFFECTED ACTIVITIES BY OUTCOMES MEASURES AFFECTING THEM

Outcomes Measures Use Pattern	Currclr Dvlpmnt	Course Plcmnt	Course Offrngs	Tching Strtgs	Accntblty Rqrmnts	Acad. Advsng	Course Schdlng	Inst Plnng	Accrdt Stndrds	"At Risk" Stndnts	Srvc to Bsnss	All Othrs
AP & EO Only (n = 902; 29.9%)	29.7%	30.3%	32.6%	28.1%	30.5%	20.4%	10.9%	22.2%	26.4%	26.7%	45.3%	34.1%
SLS Only (n = 279; 9.3%)	9.2	25.8	9.4	8.9	5.6	10.9	3.1	5.1	7.1	17.8	9.4	9.2
SS Only (n = 303; 10.1%)	9.8	7.6	13.0	4.5	5.6	17.5	34.4	7.6	2.9	10.4	7.9	12.1
Both AP & EO and SLS (n = 189; 6.3%)	7.0	6.1	3.6	10.3	9.0	2.9	4.7	5.4	6.4	7.4	7.2	5.7
Both AP & EO and SS (n = 165; 5.5%)	4.9	9.1	3.6	4.5	6.2	6.6	7.8	4.9	7.9	6.7	6.5	5.4
Both SLS and SS (n = 93; 3.1%)	2.1	3.0	4.3	5.8	1.7	8.8	7.8	4.3	1.4	2.2	1.4	2.0
All three outcomes measures (n = 1083; 35.9%)	37.3	18.2	33.3	37.9	41.2	32.8	31.3	50.4	47.9	28.9	22.3	31.5
Number of Responses (n = 3014; 100%)	512 17.0%	66 2.2%	138 4.6%	224 7.4%	177 5.9%	137 4.5%	64 2.1%	369 12.2%	140 4.6%	135 4.5%	139 4.6%	841 27.9%

Section V: Organization for Measurement of Student Outcomes

In this final section we ask how the outcomes measurement process is carried on in your institution. This information will be used to determine whether certain organizational patterns are associated with specific assessment activities and which organizational patterns seem to be associated with more effective institutions.

A. Is there a person or position at your institution who is designated to direct or coordinate assessment for the purpose of assessing institutional effectiveness?

54.5% Yes Please give the title (these are most frequently named:)

26.4% Director/Coordinator Institutional Research

14.6 VP/Director Planning and Development

7.5 Dean of instruction

1.6 No

B. Is there also a person or position repsonsible for directing or coordinating the assessment of the types of student outcomes examined in this survey?

37.2% Yes, it is the same person/position.

13.8 Yes, there is a different person/position responsible for that.

1.3 No, no one has specifically been given that duty. (Skip to item F.)

Please give the title of this position. 9.5% Chief Officer of Student Services

C. To whom does this person/position (refered to in item B) report?

52.9% 1. President

15.7 2. Vice President Academic Affairs

5.2 3. Vice President Student Affairs

5.2 4. Assistant Vice President/Dean, Academic Affairs

3.2 5. Assistant Vice President/Dean, Student Affairs

17.8 6. Other (please specify) (these are most frequently named)

3.8 VP/Dean "general" or of both Student Affairs and Academic Affairs

2.9% VP Administration

49.0% Inappropriate or No response

D. Who was primarily responsible for initiating the creation of this position or assigning this responsibility?

74.5%	1.	President
9.6	2.	Vice President Academic Affairs
2.0	3.	Vice President Student Affairs
3.5	4.	Some other higher-level administrator
0.6	5.	Faculty
3.2	6.	Students
3.2	7.	Trustees of the College
1.2	8.	A regional/district-level governing agent/agency
2.0	9.	A state-level governing agent/agency such as Governor, State School Superintendent, State Secretary of Education, or the like
1.6	10.	Other (please specify) 1.8% Accrediting Agency
49.0%		Inappropriate or No response

E. How long has this position or responsibility been defined? (Check only the most appropriate)

2.9%	1.	it has been approved/assigned but not filled/begun
25.9	2.	less than one year
14.4	3.	less than two years
10.3	4.	less than three years
17.8	5.	three to five years
11.8	6.	more than five years, less than ten
17.0	7.	at least ten years
49.0%		Inappropriate or No response

F. Under what circumstances was the process of assessing institutional effectiveness initiated? (Check all that apply.)

16.7% 1. financial exigency

26.4 2. curricular reform

16.3 3. academic reorganization

31.0 4. state officials

20.0 5. institutional governance structure

44.3 6. standard management practice

9.3 7. we do not assess institutional effectiveness

24.7 8. other (please specify) 17.5% Accreditation Board

1.8% = Recruitment

G. Who was **primarily** responsible for the development of your outcomes assessment system?

10.9% 1. faculty committee (task force, etc.)

17.4 2. administrative committee (task force, etc.)

3.9 3. consultant

16.8 4. a campus committee composed of faculty, administration and students

20.9 5. an office or department on campus, such as institutional planning/research, counseling, or admissions

24.1 6. not applicable; we do not have an outcomes assessment system

6.0 7. other (please specify) 0.1% State Governing Board
0.3 No system in place, just plans

H. Which of the following obstacles or impediments to assessing institutional effectiveness through the sorts of student outcomes measures covered in this survey were major ones at your institution? (Check all that apply)

33.4% 1. general resistance to change

28.0 2. faculty resistence to outcomes assessment

11.2 3. administrative resistence to outcomes assessment

7.0 4. lack of student willingness to cooperate

48.4 5. lack of financial resources

51.8 6. lack of personnel resources

30.8 7. lack of expertise

44.6 8. lack of adequate data base

24.0 9. lack of adequate data processing capacity

38.8 10. lack of adequate measurement instruments

5.8 11. none, we have encountered no obstacles.

8.8 12. not applicable; student outcome measures not used for that

5.1 13. other (please specify) 0.9% Inertia; difficulty of change
0.7 too early to tell

I. Finally, we would like to get your overall rating of your institution's process of assessing effectiveness. We will ask you to evaluate the **effort** first and then the **effectiveness** of that effort.

You may feel that the **effort** is outstanding, but the results, to date, would lead you to evaluate the effectiveness of the effort as being very low. You might feel just the opposite, that the effectiveness is quite high, despite a rather poor effort directed at this.

Two different scales are provided here for you to mark (circle) your evaluation of effort and effectiveness.

Effort to Assess Institutional Effectiveness at This College

3.6%	17.9%	24.6%	40.7%	6.7%
Very Poor	Poor	Neutral/ Neither	Good	Excellent

Effectiveness of Assessment Efforts

4.3%	18.5%	37.6%	25.5%	4.0%
Very Ineffective	Moderately Ineffective	Average	Moderately Effective	Very Effective

The Final Page is Optional

Optional

Is there any way in which AACJC, one of these councils (NCIA or NCSD), or ACT can be of help to you in the area of assessing institutional effectiveness? If so, please give a brief description of this here.

Please give your name, or the name of someone to contact regarding this matter.

(Name) ____________________
(Title) ____________________
(Institution Name) ____________________
(Street Address) ____________________
(City, State, Zip) ____________________
(Telephone) (   )   -

Thank you for your assistance!

APPENDIX B

Table 1

Priority Currently Associated with Academic Progress and Employment Outcomes Measures

Highest priority	12.7%
High priority	54.1
Not high priority	15.6
No priority	0.1
Not used	11.6
No response	5.5

Table 2

Priority Currently Associated with Student Learning Skills Outcomes Measures

Highest priority	10.2%
High priority	37.6
Not high priority	17.5
No priority	3.7
Not used	21.6
No response	9.3

Table 3

Priority Currently Associated with Student Satisfaction Outcomes Measures

Highest priority	10.4%
High priority	48.2
Not high priority	16.2
No priority	1.5
Not used	17.8
No response	6.1

Table 4

Priority Expect to be Associated with Academic Progress and Employment Outcomes Measures Within the next 3-5 Years

Highest priority	24.4%
High priority	60.9
Not high priority	8.7
No priority	0.4
No response	5.5

Table 5

Priority Expect to be Associated with Student Learning Skills Outcomes Measures Within the Next 3-5 Years

Highest priority	28.2%
High priority	51.3
Not high priority	11.0
No priority	0.3
No response	9.3

Table 6

Priority Expect to be Associated with Student Satisfaction Outcomes Measures Within the Next 3-5 Years

Highest priority	16.0%
High priority	65.8
Not high priority	11.9
No priority	0.3
No response	6.1

Table 7

Relationships Between Current and Future Priority Levels for Academic Progress and Employment Outcomes Measures

Future Priority	Current Priority Level					
Level	Highest	High	Not High	None	Not Used	n
Highest	61.6%	24.1%	10.5%	0.0%	16.7%	165
High	36.0	73.4	61.0	50.0	59.0	411
Not high	2.3	2.5	28.6	25.0	21.8	59
None	0.0	0.0	0.0	25.0	2.6	3
	n = 86	365	105	4	78	638

r = .34
eta, future priority dependent = .42
eta, current priority dependent = .35

Cramer's v = .33

Table 8

Relationships Between Current and Future Priority Levels for Student Learning Outcomes Measures

Future Priority	Current Priority Level					
Level	Highest	High	Not High	None	Not Used	n
Highest	75.4%	28.3%	16.9%	16.0%	28.8%	190
High	23.2	69.3	59.3	52.0	48.6	346
Not high	1.4	2.4	23.7	32.0	21.2	74
None	0.0	0.0	0.0	0.0	1.4	2
	n = 69	254	118	25	146	612

r = .27
eta, future priority dependent = .38
eta, current priority dependent = .30

Cramer's v = .28

Table 9

Relationships Between Current and Future Priority Levels for Student Satisfaction Outcomes Measures

Future Priority Level	Current Priority Level Highest	High	Not High	None	Not Used	n
Highest	65.7%	10.5%	9.2%	10.0%	14.2%	108
High	32.9	88.0	52.3	50.0	60.8	444
Not high	1.4	1.5	38.5	30.0	24.2	80
None	0.0	0.0	0.0	10.0	0.8	2
	n = 70	325	109	10	120	634

r = .32
eta, future priority dependent = .47
eta, current priority dependent = .34

Cramer's v = .39

Table 10

Relationship Between Expected Priority Change for Academic Progress and Employment Outcomes and Student Learning Skills

	Priority Change in Student Learning Skills							
Academic Progress and Employment Outcomes	Declines 2 Levels	Declines 1 Level	No Change	Increases 1 Level	Increases 2 Levels	Increases 3 Levels	Increases 4 Levels	n
Declines 2 Levels	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%	2
Declines 1 Level	0.0	5.3	34.2	44.7	5.3	5.3	5.3	38
No Change	0.0	4.0 61.9	53.4 69.5	19.1 43.1	9.3 46.9	9.9 45.7	4.3 35.0	324
Increases 1 Level	0.0	2.8	29.6	35.9	12.0	10.6	9.2	142
Increases 2 Levels	0.0	0.0	27.6 3.2	13.8 6.3	24.1 10.9	24.1 14.3	10.3 10.0	29
Increases 3 Levels	2.4 100.0	4.9 9.5	19.5 3.2	22.0 6.3	17.1 10.9	24.4 14.3	9.8 10.0	41
Increases 4 Levels	0.0	0.0	30.8 1.6	7.7 0.7	0.0	30.8 5.7	30.8 10.0	13
	n = 1	21	249	144	64	70	40	589

r = .24
eta = .27
Cramer's v = .17

Table 11

Relationship Between Expected Priority Change for Academic Progress and Employment Outcomes and Student Satisfaction

Priority Change in Academic Progress and Employment Outcomes	Priority Change in Student Satisfaction							
	Declines 2 Levels	Declines 1 Level	No Change	Increases 1 Level	Increases 2 Levels	Increases 3 Levels	Increases 4 Levels	n
Declines 2 Levels	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	50.0%	2
Declines 1 Level	0.0	5.1 7.4	51.3 5.5	25.6 10.9	7.7 7.1	10.3 5.9	0.0	39
No Change	0.0	4.4 55.6	70.6 66.4	11.3 42.4	4.7 38.1	8.1 41.2	0.9 20.0	345
Increases 1 Level	0.1 100.0	4.8 25.9	55.8 22.4	19.0 30.4	8.2 28.6	7.5 16.2	4.1 40.0	14
Increases 2 Levels	0.0	8.3 7.4	33.3 2.2	20.8 5.4	8.3 4.8	29.2 10.3	0.0	24
Increases 3 Levels	0.0	0.0	27.9 3.3	18.6 8.7	16.3 16.7	30.2 19.1	7.0 20.0	43
Increases 4 Levels	0.0	8.3 3.7	8.3 0.3	8.3 1.1	16.7 4.8	41.7 7.4	16.7 13.3	12
	n = 1	27	366	92	42	68	15	611

r = .29

Table 12

Relationship Between Expected Priority Change
for Student Learning Skills
and Student Satisfaction

Priority Change in Student Learning Skills	Priority Change in Student Satisfaction							
	Declines 2 Levels	Declines 1 Level	No Change	Increases 1 Level	Increases 2 Levels	Increases 3 Levels	Increases 4 Levels	n
Declines 2 Levels	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0% 6.3	1
Declines 1 Level	0.0	0.0	59.1 3.7	18.2 4.5	4.5 2.5	18.2 5.8	0.0	22
No Change	0.0	3.2 34.8	77.8 55.0	10.5 29.5	2.0 12.5	5.6 20.3	0.8 12.5	248
Increases 1 Level	0.0	4.1 26.1	49.7 20.8	21.1 35.2	5.4 20.0	16.3 34.8	3.4 31.3	147
Increases 2 Levels	1.6 100.0	6.6 17.4	34.4 6.0	23.0 15.9	23.0 35.0	4.9 4.3	6.6 25.0	61
Increases 3 Levels	0.0	5.8 17.4	49.3 9.7	13.0 12.2	8.7 15.0	21.7 21.7	1.4 6.3	69
Increases 4 Levels	0.0	2.5 4.3	42.5 4.8	10.0 4.5	15.0 15.0	22.5 13.0	7.5 18.8	40

Table 13

Mean Importance Index Score for Current Priority Level Associated with Student Outcomes Measures for Assessing Institutional Effectiveness

Current Priority Level	Academic Progress & Employment Outcomes	Student Learning Skills	Student Satisfaction
Highest	74% (73)	87% (64)	87% (66)
High	71 (329)	85 (237)	86 (310)
Not High	65 (97)	79 (110)	81 (105)
None	80 (3)	80 (24)	83 (10)
Not Used	69 (73)	83 (136)	80 (121)
Total	70% (584)	83% (571)	84% (612)
	F = 4.45	4.07	6.99
	r = .09	.08	.19
	eta = .17	.17	.21

Table 14

Mean Importance Index Score for Future Priority Level Associated with Student Outcomes Measures for Assessing Institutional Effectiveness

Future Priority Level	Academic Progress & Employment Outcomes	Student Learning Skills	Student Satisfaction
Highest	74% (156)	86% (180)	87% (105)
High	70 (376)	83 (339)	85 (431)
Not High	63 (55)	78 (69)	79 (82)
None	66 (2)	84 (4)	65 (2)
Total	70% (589)	83% (592)	84% (620)
	F = 6.79 r = .18 eta = .18	5.24 .15 .16	7.07 .17 .18

Table 15

Change in Priority
Associated with Student Outcomes Measures
and Mean Scores on Importance Index

Change in Future Priority Level	Academic Progress & Employment Outcomes	Student Learning Skills	Student Satisfaction
Declines 2 Levels	84%	67%	100%
	n = (2)	(1)	(1)
Declines 1 Level	69	82	86
	n = (38)	(20)	(28)
No Change	71	85	85
	n = (316)	(237)	(352)
Increases 1 Level	70	81	83
	n = (142)	(144)	(92)
Increases 2 Levels	67	82	80
	n = (27)	(60)	(43)
Increases 3 Levels	68	83	81
	n = (42)	(65)	(72)
Increases 4 Levels	81	84	85
	n = (13)	(38)	(17)
Total	70%	83%	84%
	n = (580)	(565)	(605)
	F = 1.81	1.40	2.33
	(sig = .10)	(sig = .22)	(sig = .03)
	r = .00	.00	-.12
	eta = .14	.12	.15

Table 16

Mean Use Index Score for Current Priority Level Associated with Student Outcomes Measures for Assessing Institutional Effectiveness

Current Priority Level	Academic Progress & Employment Outcomes	Student Learning Skills	Student Satisfaction
Highest	42%	38%	63%
	(85)	(68)	(69)
High	41	29	59
	(358)	(244)	(322)
Not High	35	17	36
	(102)	(116)	(105)
None	29	35	
	(4)	(24)	(10)
Not Used	17	54	
	(76)	(147)	(120)
Total	37%	21%	44%
	(625)	(599)	(626)
	F = 20.03	6.77	0.60
	r = .33	.44	.55
	eta = .34	.45	.56

Table 17

Mean Use Score for Future Priority Level Associated with Student Outcomes Measures for Assessing Institutional Effectiveness

Current Priority Level	Academic Progress & Employment Outcomes	Student Learning Skills	Student Satisfaction
Highest	38% (166)	25% (188)	39% (105)
High	38 (402)	19 (352)	47 (445)
Not High	30 (59)	13 (74)	32 (82)
None	32 (3)	05 (4)	(2)
Total	37% (630)	20% (618)	44% (634)
	F = 1.90 (n.s.)	5.39	3.73
	r = .07	.16	.08
	eta = .09	.16	.13

Table 18

Change in Priority
Associated with Student Outcomes Measures and
Mean Scores on Use Index

Change in Future Priority Level	Academic Progress & Employment Outcomes	Student Learning Skills	Student Satisfaction
Declines 2 Levels	55% n = (2)	0% (1)	100% (1)
Declines 1 Level	43 n = (39)	30 (22)	71 (28)
No Change	41 n = (344)	30 (246)	58 (368)
Increases 1 Level	37 n = (149)	21 (148)	36 (93)
Increases 2 Levels	25 n = (30)	71 (63)	1 (40)
Increases 3 Levels	16 n = (42)	46 (73)	(73)
Increases 4 Levels	21 n = (13)	81 (39)	(16)
Total	37% n = (619)	21% (592)	45% (619)
	F = 11.11 (sig = .000)	18.23 (sig = .000)	42.30 (sig = .000)
	r = -.30 eta = .31	-.37 .40	-.53 .54

Table 19

Mean Score on Importance Index and Enrollment Size of Institution

Enrollment	Academic Progress & Employment Outcomes	Student Learning Skills	Student Satisfaction
1-1000	65% (97)	82% (101)	82% (105)
1001-3500	71 (237)	83 (247)	85 (245)
3501-7000	71 (120)	83 (116)	85 (124)
7001-500000	71 (111)	84 (108)	84 (117)
Total	70% (565)	83% (572)	84% (591)
	F = 3.50 (sig = .02)	0.56 (sig = .64)	1.77 (sig = .15)
	r = .09 eta = .14	.05 .05	.05 .09

Table 20

Mean Score on Use Index and Enrollment Size of Institution

Enrollment	Academic Progress & Employment Outcomes	Student Learning Skills	Student Satisfaction
1-1000	33% (108)	22% (108)	37% (109)
1001-3500	36 (254)	20 (254)	46 (255)
3501-7000	38 (125)	18 (125)	41 (127)
7001-500,000	36 (115)	19 (115)	40 (117)
Total	36% (602)	19% (602)	43% (608)
	F = 0.68 (sig = .57) r = .04 eta = .06	0.55 (sig = .65) -.04 .05	1.62 (sig = .18) -.01 .09

Table 21

Mean Score on Importance Index
and Accreditation Region

Region	Academic Progress & Employment Outcomes	Student Learning Skills	Student Satisfaction
New England	68% (26)	85% (28)	76% (28)
Middle States	70 (71)	81 (72)	84 (77)
Southern	72 (202)	83 (217)	85 (216)
North Central	68 (221)	83 (218)	84 (228)
Northwest	73 (7)	90 (6)	86 (8)
Western	6 (78)	98 (79)	484 (82)
Total	70% (605)	83% (620)	84% (639)
	F = 1.36 (sig = .24) eta = .11	F = .68 (sig = .64) .07	F = 2.74 (sig = .02) .15

Table 22

Mean Score on Use Index and Accreditation Region

Region	Academic Progress & Employment Outcomes	Student Learning Skills	Student Satisfaction
New England	32% (28)	11% (28)	37% (29)
Middle States	42 (80)	19 (80)	43 (80)
Southern	38 (221)	25 (221)	51 (222)
North Central	36 (235)	18 (235)	41 (237)
Northwest	32 (7)	10 (7)	40 (7)
Western	30 (80)	18 (80)	32 (82)
Total	37% (651)	20% (651)	43% (657)
	F = 2.36 (sig = .04) eta = .13	0.55 (sig = .65) .05	3.13 (sig = .01) .15

Table 23

Mean Score in Importance Index
and Setting of Institution

Setting	Academic Progress & Employment Outcomes	Student Learning Skills	Student Satisfaction
Rural	70% (195)	82% (193)	85% (200)
City	72 (75)	82 (79)	85 (76)
Suburban	69 (224)	84 (231)	84 (242)
Urban	71 (109)	85 (115)	85 (119)
Total	70% (603)	83% (618)	84% (637)
	F = 0.92 (sig = .43) eta = .07	1.76 (sig = .15) .09	0.23 (sig = .88) .03

Table 24

Mean Score on Use Index and Setting of Institution

Setting	Academic Progress & Employment Outcomes	Student Learning Skills	Student Satisfaction
Rural	36% (203)	20% (203)	40% (203)
City	37 (78)	21 (78)	39 (80)
Suburban	37 (249)	19 (249)	40 (252)
Urban	36 (119)	22 (119)	40 (120)
Total	37% (649)	20% (649)	40% (655)
	F = 0.13 (sig = .95)	0.38 (sig = .77)	0.66 (sig = .58)
	r = .01 eta = .02	.01 .04	.00 .06

Table 25

Coordinator of Assessment for Institutional Effectiveness and Student Outcomes Measures: Mean Importance Scores

Coordinator	Academic Progress and Employment Outcomes Measures	Student Learning Skills	Student Satisfaction
Both Student Outcomes and Institutional Effectiveness	71% (310)	83% (321)	86% (324)
Institutional Effectiveness Only	68 (57)	83 (55)	82 (60)
No Coordinator	69 (238)	83 (244)	83 (255)
Total	70% (605)	83% (620)	84% (639)
F =	1.20 (sig=.30)	0.12 (sig=.89)	4.04 (sig=.02)
r =	.05	-.02	.10
eta =	.06	.02	.11

Table 26

Coordinator of Assessment for Institutional Effectiveness and Student Outcomes Measures: Mean Use Scores

Coordinator	Academic Progress and Employment Outcomes Measures	Student Learning Skills	Student Satisfaction
Both Student Outcomes and Institutional Effectiveness	41% (331)	25% (331)	52% (333)
Institutional Effectiveness Only	33 (63)	15 (63)	34 (63)
No Coordinator	32 (257)	13 (257)	34 (261)
Total	37% (651)	20% (651)	43% (657)
F =	10.61 (sig=.00)	16.37 (sig=.00)	18.69 (sig=.00)
r =	.17	-.21	.22
eta =	.18	.22	.23

Table 27

Priority Currently Associated with Use of
Student Outcomes Measures by Coordinator of Assessment:
Academic Progress and Employment Outcomes Measures

Priority Level	Both	Institutional Effectiveness Only	No Coordinator
Highest	17.1%	11.1%	8.9%
High	60.1	57.1	52.8
Not High	15.0	17.5	18.5
None	0.6	0.0	0.8
Not Used	7.2	14.3	19.0
	n = 333	63	248

r = .20
eta, priority dependent = .20
Cramer's v = .14

Table 28

Priority Currently Associated with Use of
Student Outcomes Measures by Coordinator of Assessment:
Student Learning Skills Outcomes Measures

Priority Level	Both	Institutional Effectiveness Only	No Coordinator
Highest	12.1%	8.3%	10.5%
High	45.8	33.3	37.0
Not High	19.0	20.0	18.9
None	3.4	11.7	2.9
Not Used	19.6	26.7	30.7
	n = 321	60	238

r = .12
eta, priority dependent = .13
Cramer's v = .13

Table 29

Priority Currently Associated with Use of Student Outcomes Measures by Coordinator of Assessment:

Priority Level	Both	Institutional Effectiveness Only	No Coordinator
Highest	13.3%	5.3%	9.5%
High	56.0	47.4	44.8
Not High	16.9	22.8	16.3
None	0.6	3.5	2.4
Not Used	13.3	21.1	27.0
	n = 332	57	252

r = .18
eta, priority dependent = .18
Cramer's v = .15

Table 30

Future Priority to be Associated with Use of Student Outcomes Measures by Coordinator of Assessment: Academic Progress and Employment Outcomes Measures

Priority Level	Both	Institutional Effectiveness Only	No Coordinator
Highest	28.1%	19.4%	24.8%
High	62.7	69.4	65.0
Not High	8.7	9.7	10.2
None	0.6	1.6	0.0
	n = 335	62	254

(not significant)
r = .03
eta, priority dependent = .06
Cramer's v = .07

Table 31

Future Priority to be Associated with Use of Student Outcomes Measures by Coordinator of Assessment: Student Learning Skills Outcomes Measures

Priority Level	Both	Institutional Effectiveness Only	No Coordinator
Highest	33.7%	24.6%	28.1%
High	56.7	59.0	56.9
Not High	9.5	14.8	13.8
None	0.0	1.6	1.2
	n = 326	61	253

(not significant)
r = .09
eta, priority dependent = .11
Cramer's v = .09

Table 32

Future Priority to be Associated with Use of Student Outcomes Measures by Coordinator of Assessment: Student Satisfaction

Priority Level	Both	Institutional Effectiveness Only	No Coordinator
Highest	19.7%	13.6%	14.1%
High	68.7	62.7	72.5
Not High	11.6	20.3	13.3
None	0.0	3.4	0.0
	n = 335	59	255

r = .07
eta, priority dependent = .16
Cramer's v = .14

Table 33

Satisfaction with Use of Student Outcomes Measures by Coordinator of Assessment: Academic Progress and Employment Outcomes Measures

Satisfaction Level	Both	Institutional Effectiveness Only	No Coordinator
Very High	4.6%	3.4%	2.5%
High	32.8	18.6	19.8
Medium	46.8	61.0	45.7
Low	13.7	16.9	26.7
Very Low	2.1	0.0	5.3
	n = 329	59	243

r = .20
eta, satisfaction dependent = .20
Cramer's v = .67

Table 34

Satisfaction with Use of Student Outcomes Measures by Coordinator of Assessment: Student Learning Skills

Satisfaction Level	Both	Institutional Effectiveness Only	No Coordinator
Very High	1.3%	0.0%	0.8%
High	21.4	13.2	12.7
Medium	40.5	39.6	35.0
Low	27.2	32.1	40.1
Very Low	9.7	15.1	11.4
	n = 309	53	237

r = .14
eta, satisfaction dependent = .14
Cramer's v = .12

Table 35

Satisfaction with Use of Student Outcomes
Measures by Coordinator of Assessment:
Student Satisfaction

Satisfaction Level	Both	Institutional Effectiveness Only	No Coordinator
Very High	4.0%	1.8%	2.5%
High	38.5	26.8	22.2
Medium	40.1	35.7	43.1
Low	13.4	28.6	23.8
Very Low	4.0	7.1	8.4
	n = 322	56	239

r = .20
eta, satisfaction dependent = .21
Cramer's v = .16

Table 36

Overall Rating of Institutional Effort in Assessment
by Coordinator of Assessment:

Rating of Effort	Both	Institutional Effectiveness Only	No Coordinator
Excellent	11.7%	1.8%	2.1%
Good	55.9	43.9	26.6
Neutral/Neither	18.6	35.1	34.9
Poor	13.5	15.8	27.8
Very Poor	0.3	3.5	8.7
	n = 333	57	241

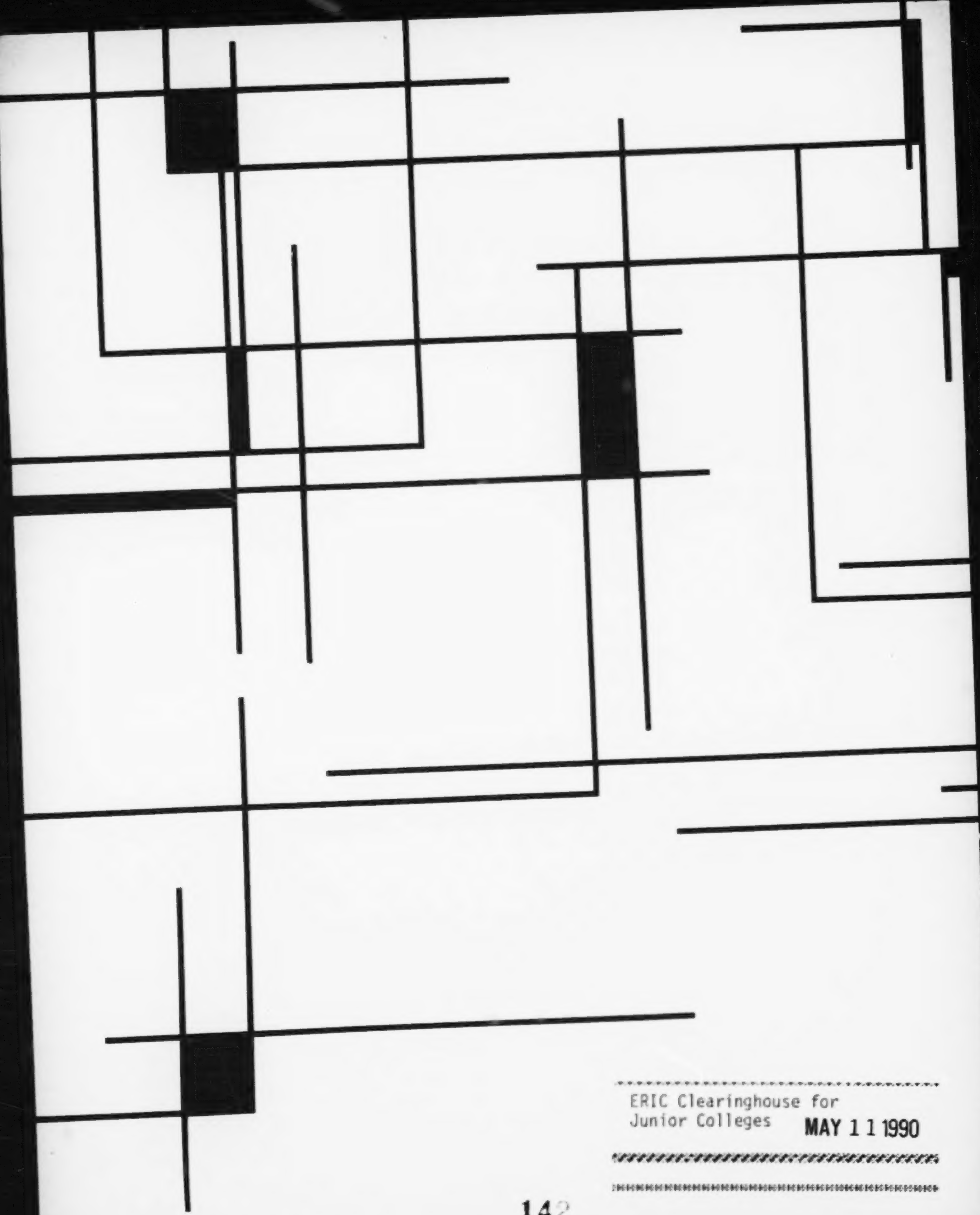
r = .38
eta, satisfaction dependent = .38
Cramer's v = .53

Table 37

Overall Rating of Effectiveness of Institutional Assessment Effort by Coordinator of Assessment:

Effectiveness Rating	Both	Institutional Effectiveness Only	No Coordinator
Very Effective	7.1%	3.6%	0.9%
Moderately Effective	32.9	18.2	24.3
Average	43.5	45.5	38.7
Moderately Ineffective	14.9	29.1	26.5
Very Ineffective	1.6	3.6	9.6
	n = 322	55	230

r = .25
eta, satisfaction dependent = .26
Cramer's v = .33



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